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ABSTRACT

This handbook suggests that public schools should be reformed in fundamental ways. It outlines the structure of public schools, focusing on administrative units, school boards, administrators, the "mini-laws" that govern the school society, and the three R's of the student: responsibility, respect, and reward. The book emphasizes the importance of teachers in any school reform and outlines ideas on teacher training and inservice and the educational team as a whole. It discusses the public-school curriculum, verbal skills, math skills, the desired outcomes for career and vocational education, preventive education, affective education, relevancy education, and flexible programs. The text features short sections on public-school financing and equalization of aid; the role of athletics, intramurals, and community recreation in education; and the need for public-school assessment. Violence, suicide, substance-abuse prevention, the consequences of failed programs, and the need to restructure schools so that they have no more than 500 students are also discussed. The guide closes with a discussion of the "Be Kind Program," which is based on the "One Rule Theory." The theory states that children need concise guidelines to succeed, rather than multiple rules posted on the classroom wall. Children are therefore taught to be kind to each other and to notice when classmates are kind. (RJM)

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PUBLIC EDUCATION IN THE NEW MILLENNIUM

by
John F. Magill, Jr. Ed. D.
and
Kathryn L. Magill M.S.

A HANDBOOK FOR PARENTS AND EDUCATORS
on HOW TO SAVE OUR SCHOOLS
and PREVENT VIOLENCE,
DRUG ABUSE and OTHER HUMAN DISASTERS

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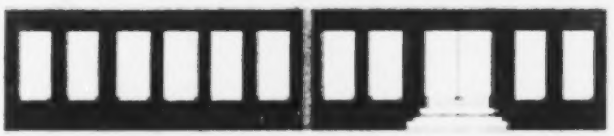

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About the Writers

John Foster Magill, Jr. is a native of Pennsylvania. A 1948 graduate of Bloomsburg State College, he received his Masters Degree in 1953 and his doctorate in 1965 from the Pennsylvania State University. A World War II veteran, he served for three years in the United States Army Parachute Troops. His service included duty in England, France, Belgium, Luxemburg, Holland and Germany. He is the recipient of a Bronze Arrowhead and the Purple Heart for the action behind enemy lines in the Rhineland of Germany. His unit was awarded the Presidential Unit Citation for said action. He has served public, private and higher education for over thirty years as a teacher, coach, principal, superintendent, director of education, and supervisor of student teaching. He is listed in "Who's Who in American Education", "Outstanding Civic Leaders of America", Leaders in American Secondary Education", Men of Achievement, Vol. II", "International Who's Who in Community Service', and "International Who's Who of Intellectuals". He is the recipient of a "Freedom's Foundation Award". He has had magazine articles published in "Adult Student", "The Clearing House", "The Airborne Quarterly", "The Pennsylvania School Board Association Journal", and "Thunder From Heaven". He is a member of Phi Delta Kappa, the 17th Airborne Division Association, and a lifetime member of the 82nd Airborne Association Museum.

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Kathryn L. Magill, M.S., has devoted twenty-five years to the "at risk' child and family. In 1999, her drug/violence prevention initiative as Executive Director of The Mountain View Community Medical Association was awarded the "Rural Health Program of the Year Award". A citation was also given by the PA House of Representatives.

In 1997, the Magills received recognition by Governor Tom Ridge for their "Be Kind Program", a primary drug/violence prevention project. Kathryn is also the recipient of the "1987 Outstanding Young Women of America Award" for recognition of her community service. In 1984 she received the "AAA Distinguished Service Award" for drug abuse prevention among teens.

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*He was recently inducted into the Legion of Honor, THE CHAPEL OF THE FOUR CHAPLAINS (May 2000).

Preface

UPDATE – THE DRASTIC NEED TO REORGANIZE OUR SCHOOLS

I. School District Reorganization in the new century must include the process of decentralization when the hugeness of the district (in student population or geographical size) causes the existing unit to be unmanagable, ineffective and discriminatory. Schools exist to serve all children from the gifted to the handicapped. When the current administrative unit fails in that mission, the parents and the students must have the legal right to a remedy.

II. In the many cases where school district reorganization is impractical, decentralization must be implemented by establishing schools within a school (building) at both the elementary and secondary level. Each "school" will not exceed 500 students, will be the responsibility of one principal who will be the educational leader, the team leader, and the facilitator of student learning and involvement.

In the above described role, he will be granted a per pupil grant each fiscal year which he and his staff may use to meet the needs of his students; he will be eligible for certain district incentive grants to conduct pilot innovative programs, whose results will be evaluated and shared with the school district's administrative council and the parents. One of the major responsibilities of the principal is to know his students. (One of the crucial voids in the huge schools of today is the fact that the administrative duties are divided or shared, with no one of the many administrators responsible for knowing all of the students.)

WHAT WILL "THE SCHOOL WITHIN A SCHOOL" DO IN TERMS OF OUR CURRENT DILEMMA AND THE CHALLENGES OF THE NEW CENTURY??

I. At the elementary and secondary level, it will place great freedom and responsibility in the hands of the principal and his staff to wisely use their allocation of funds and their incentive grants to develop the best possible educational program. It will allow each educational team the time and the opportunity to develop an (IEP) Individual Educational Plan for every student. Every student must be considered special in today's world with his progress (or his problems). The plan will be reviewed every nine weeks by staff and the findings shared at the scheduled (mandatory) parent conference. The progress review must include the academic and the crucial affective domain (social and emotional). The moment a student begins to demonstrate anti-social behavior, he must be referred for an intensive, confidential, and "non-labeling" evaluation. The extent or the degree of the evaluation will depend on the degree of severity to the problem. It goes without saying that professional confidentiality is an absolute "must" in this process since the results of the findings must be shared with the staff.

II. This concept will provide for a meaningful staff inservice program that is geared to the student - his IEP, his progress in terms of cognitive and affective outcomes, and his involvement in the school process. The current involvement data in the huge schools are alarmingly low. A SCHOOL WITHOUT INVOLVEMENT IS AN EXERCISE IN FUTILITY AND A PRELUDE TO DISASTER.

John F. Magill, ED. D.

John F Magill

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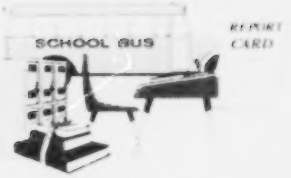
Footnote: *Any reference made to a student, teacher, administrator as "him" or "her" is done so for printing purposes only.*



Public School Structure

Administrative Units — Present and Future

The post World War II years were spent in trying to merge and consolidate existing administrative units into larger ones. However, the public was led to believe that the mere process of creating larger school units, with greater numbers of students, would inevitably result in improved education at a reduced cost. People were sold on consolidation as a means of saving money due to fewer administrative personnel, and reduced duplication of service; they were also led to believe that increased services would be available to every child, regardless of ability and that no child would be lost in the shuffle. Time has revealed the major fallacies to this so called panacea approach.

The mere act of bringing large number of students to a central school does not guarantee anything, except that there will be a greater number of students. Many small school districts, with eighty to one hundred students in a graduating class, were operating well—students were involved—finances were in good shape—there was strong student and parental pride. These schools should not have been lured nor forced into consolidation. Such consolidations, in these cases, have given us a negative harvest—decreased academic achievement, decreased student involvement, increased discipline problems, increased vandalism and destruction, and increased parental indifference and apathy.

There is no need for massive administrative units in this day of consortium operated vocational technical schools. The needed movement into this aspect of secondary education could have been accomplished without the reorganization of the existing administrative units. Small administrative units (80 to 100 graduates) which had legally fought the consolidation process are generally operating more efficiently today than the large units. The students going to the Vocational Technical program, regardless of schedule, are usually not ostracized nor labeled. These students are as much a part of home school as the academically talented. The same is true of the special education students — they are generally mainstreamed and accepted. Again, it comes back to the same thing—the students in the small school have a heritage—they belong—they partici-

pate. The parents are interested, and involved in the school process—they help to cause quality education to occur.

There is no sense to the massive logistical monsters we have created. Students in many consolidated districts spend one to three hours on expensive school buses, which consume millions of gallons of gasoline and diesel fuel. It is not simply a case of the expensive buses, the scarce and expensive fuel—it is also a deplorable waste of human energy and time. The hours on the school bus create the climate for the ever enlarging sphere of vandalism and disruption. Elementary programs and regular secondary programs should be retained in the community. The students electing the vocational programs should be bused to the consortium operated vocational school.

Massive school districts have resulted in massive gymnasiums or field houses, built for the glamorous interscholastic sports program. However, fewer and fewer of the bused students get a fair and equal chance to participate in the glamorous sports program, adding to the inequity is the fact that many of the same students do not get the type of physical education which will cause them to practice preventive health through a program of active, carry over activities for adult life. Thus, the tragic inverse proportion of fewer participants in expensive gyms comes back to haunt us in the form of "turned off", disillusioned students who get their kicks from negative, destructive activities.

Admittedly, some consolidation was needed but it should have been done on a small scale, retaining wherever possible the community centered school with its spirit and its heritage. Where such small scale, deliberate consolidation did occur, it tended to be accompanied by an educational blueprint. This blueprint tended to insure that the educational program was geared to the needs of the students; it tended to keep the gyms, the sports, the buses and the buildings in proper perspective.

An example of three high schools being merged into one massive high school is fraught with problems and dangers. First, the lingering spirit of the old high school is carried by the three student bodies into the new huge high school. Before any serious education can occur, the amalgamation of the three bodies into a cohesive one must be accomplished. This seldom occurred. Three bands, three teams, became one with the resultant discarding of too many students. This was true at every level. The disillusioned, "turned off" high school students are the uninvolved—the ones who do not feel a part of the school—the ones who mechanically get on the buses to fulfill a legal obligation to attend school. The alarming increase in the disillusioned has led to the epidemic rate of disciplinary problems and vandalism. In reality, the merger of smaller school districts into a single larger administrative unit became the end in itself rather than a means to an end.

In the meantime, newly formed school districts with expanded financial resources were setting about the task of providing "quality education" when indeed no one had the blueprint, formula or recipe for this elusive creature. This

problem was compounded by the fact that we were trying to pull the new huge educational train with an antiquated steam locomotive (the same school board and the same administrators).

The mere addition of financial resources did not guarantee that needed changes would occur in the educational program. In fact, it became evident that desirable educational services beyond those mandated by the states, were not forthcoming in many reorganized school districts because of two factors:

(1) Board members and administrators had not changed in terms of philosophy and services. The board members and the administrators (from the components) were still "thinking small". These people were not prepared to suddenly "think big" in terms of needed educational services.

(2) Many school board members and school administrators were prone to add to the transportation services, interscholastic sports services, and to build large gymnasiums to house the interscholastic program. The tendency was to pay lip service to the physical education program and the intramural program.

Consolidation has brought quantity education (sheer number of students) with bigger budgets, more buses, and expanded facilities but it has not resulted in quality education — quality education does not just happen. It is caused by educational leaders who perceive the real reason for schools, who put students first, who use the 4 B's (Buildings, Budgets, Bonds, and Buses) as a means to this important end.

Reorganization of the public schools must be a continuous process. It is inconceivable to hold to the premise that a one shot deal in the 1950's or 1960's is the final answer. The local, intermediate, and state agencies which are responsible must be constantly searching for better ways to provide quality, involved, education for all children including adjustments and modifications within existing school district boundaries. There is enough evidence after years of mandated consolidation to indicate the drastic need for a new look at reorganization. Centralization, or consolidation, once conceived as a panacea, has resulted in a tragic inverse proportion—the number of students involved in the school has decreased as the number of students in the school has increased. Educators cannot retain and maintain an interest in school with this kind of eroding action.

A new and continuing look at reorganization must occur throughout the nation. A primary concept must be kept in mind; a school without involvement is an exercise in futility. We must return the schools to the people. We must have student involvement, faculty interest, and parental involvement. This is not happening in the large, impersonal school district. Our schools cannot be huge, unmanageable monsters which turn out products who are not educated, not disciplined, and not prepared for the world of work and the world of tomorrow.

Internal Structure of Schools
About School Boards

School boards possess great powers. Historically, many of the problems in education have occurred because of the misuse of these powers. A case in point, is the present tenure law. School boards moan the blues about the evils of tenure—yet the legislation establishing tenure was a direct reaction to school boards misusing the power of hiring and firing to exploit and to take advantage of unprotected teachers. Originally the local school board was established as a means to the end of providing education to youngsters in a rural age. It served a useful role when the educational process was basically a one room, elementary centered program with few if any administrators. But education has grown in breadth and depth!

The school board has generally not responded to the relevant issues of the day. In some cases, it is still too greatly linked to sheer local politics. While attempts have been made to eliminate partisan politics from the schools, it has largely been an effort in lip service only.

Nationally, boards have not possessed the collective background to provide positive action. Rather its actions are largely ones of reacting to something rather than proposing something new. The members are skilled in the one thing they know best—banking, engineering, medicine, farming etc.—but they simply do not have the time nor the background to exert a strong leadership role in providing the tremendous breadth and depth of services required by all children from the trainable youngster to the gifted one. Consequently, this body, unable to cope with the expanding realm of public education has taken on one of several roles.

First, it takes on the role of "protector of the tax payer". Rather than sitting down with the school staff, industry, labor, and the general citizenry to determine the real needs of students, it has chosen to simply react to spending proposals. A local school board must be more than a negative reactor if it is to serve a constructive function.

Second, it takes on the role of opposing teachers. It tends to blame the problems in education on the teacher (and some belong there) but the problem is much greater than that. The process of negotiations has accentuated this role for the school board. Yet, the historic role of being "anti-teacher" has been one of the reasons for the legislation providing for collective negotiations.

Third, the school board, in a rapidly enlarging ball game, has become overwhelmed with just the four "B's'—buildings, bonds, budgets and buses. Its meetings and its thrust are devoted to these things and consequently, the real reason for schools is lost in the shuffle and the hassle.

Fourth, the school board, in too many localities in America, still exerts a negative role in the hiring of professionals and other employees. Place of residence, ethnic background, friendship and political influence play a major role in some

of the employment practices.

The fact that some of our schools have changed over the years is evident. Where does the impetus for such change come from? Contrary to the slogan "local control as a panacea", most of the changes, especially regarding discrimination (sex, color, creed), have resulted from federal or state mandate. Other changes have occurred as a result of dedicated educators who have introduced new programs during the honeymoon period with the board.

The problems with local school boards have greatly increased since the process of consolidation. The belief that bigness is better has not materialized. The mere process of bringing greater numbers of children together does not result in a higher quality of education. In fact nationwide, the opposite is true; the child simply becomes a number in the shuffling of papers involved in the big four "B's". In addition, consolidation has created greatly expanded functions with no change in the structure which determines how the functions are carried out.

Local citizens must have a voice in the running of the schools but the present system is antiquated and obsolete. What is a possible alternative?

There must be a policymaking or a legislative body at the local level but it must be more representative and responsive. The members should have two year terms, and the membership should include labor, industry, and professional occupations. Members of the educational staff must serve in a meaningful advisory capacity.

The function of the body will be legislative (policymaking). This *cross section* of the community will cause the policies to reflect the needs of the community from the vantage point of labor, industry and the professions. It will hopefully open the schools to the community and the community to the schools. Students will become involved in internships, apprenticeship and other relevant training that only labor, industry and the professions can offer.

The link from local to state policymaking must occur so the impetus for needed change will be a two way street.

There are many sincere, dedicated people on school boards throughout the nation, but the current structure is not capable of coping with the massive problems. A change in school board composition and philosophy is just one of many changes that must occur if basic education is to survive.

About Administrators

The general preparation of too many school administrators leaves much to be desired. Too many of them were disgruntled teachers, who (tiring of that role) took classroom courses leading to certification as an administrator. A usual requirement to an administrative post was a good relationship with the school board.

Before one can condemn the general group of school administrators, let's be

sure of a concise job description. The administrator should promote, expedite, and facilitate the learning process. He will perform other duties but he must keep his primary function linked to the student—the reason for schools in the first place. The typical administrator is not prepared for this kind of role and present boards are not looking for this type of person.

Immediately the question will be raised—who will carry out the details of attendance, maintenance, supplies? The logical answer would appear to be *non-educators*. It doesn't take a certified and qualified school administrator to handle the *mechanical* details of running a school. That's where differentiated staffing comes in—the right mix of professional, paraprofessional and other employees.

The administrator must promote the learning process. He, with teachers, specialists, and lay people, must be constantly looking for new approaches, new breakthroughs in the educational field. Education, as a profession, has become stagnant and reactionary, because it has had little competition; it has undergone very limited evaluation; it has had little external or internal impetus. However, each time a new approach comes on the horizon, it is not a signal to "throw the baby out with the bath water". Rather, it is a signal to look at this new approach from every vantage point to determine its applicability to a given school. Perhaps only a part of the new approach is reasonable and applicable; perhaps none of it is applicable now. However, the continued act of looking for new and better ways to meet the needs of students in a changing society is the important thing. The fact of being open to possible improvements is the key.

The administrator must expedite the learning process. He must be willing to concede that the school is not the sole dispenser of knowledge. Therefore, he must be willing to help teachers to take the students into the community and to bring the community into the school. He must place first priority on making sure that every classroom is a busy, happy, workshop.

The administrator must be a facilitator—one who devotes his energy to providing the best means available, to enhance the learning process. He cannot be one who hides behind administrative excuses such as, "It can't be scheduled", or "It will upset the schedule". Instead, he answers the request for help by a "Why not!" "I believe it can be done!" "Let's try!"

Where do we find this type of administrator? Where do we find school boards who are looking for this type of educator ? Herein lies the drastic need for change—change in the preparation of administrators so that they will perceive their role as planners, promoters, expediters, and facilitators of learning—changes in the framework and function of school boards to recognize this type of new, emerging leadership.

The new school administrator must have relevant graduate preparation with great emphasis on openness and flexibility, culminated with a full year of carefully supervised internship. Education is a practicing profession, and our children are the patients.

The superintendent of the future must truly be a perceptive generalist.

Through a proper mix of theory and practice, reading and experience, this person must be knowledgeable about a great number of things— elementary education, secondary education, vocational education, special education, school buildings, school operation, school finance, school law, personnel practices, public relations. He must be knowledgeable enough about the total educational forest to employ perceptive specialists to handle the crucial aspects of each segment of the forest. He must exhibit and demonstrate openness and flexibility in terms of educational planning and programming. His primary role is that of educational leader and his final responsibility must be to the student and to the student's welfare.

The superintendent with his leadership team must plan the course, guide the ship, be alert to new developments and problems, be receptive to new and better ways to accomplish the task. Most of all, this leadership team must keep one eye on the established goals, with the other eye searching for new avenues to quality education for all children.

Again, it is wrong not to acknowledge the great numbers of sincere, dedicated persons who serve in administrative capacities. The problem lies with the system. The preparation of administrative personnel must be changed; the structure and philosophy of school boards must be altered. Otherwise, the student-centered principal, with proper back ground and preparation will find himself unemployed because the school board still sees the principal as a "keeper of schools", not an educational leader, facilitator and expeditor.

Finally, it is our firm belief that all administrators should have prior classroom experience in the level that they are assigned to administrate. No administrator can be an effective facilitator of learning if he is not familiar with the very heart of the school—the classroom. In addition, all administrators, including superintendents, should keep in touch with the classroom and its realities by teaching one class a week or by substituting once a week.

The "Mini-Laws" that Govern the School Society

In a day when the American public has listed its major concern about the schools as *discipline*, it is absolutely essential to thoroughly examine this subject. One of the major hurdles to understanding and working on this problem rests with the great variation in the definition of *discipline*. If *discipline* can be described as the setting of reasonable boundaries within which children will effectively and happily work, play, and generally interact, then we have a basis for discussing this elusive topic. This type of description carries with it the immediate mandate of establishing the mini-laws which will govern the school society—a process which must involve the total educational staff, the parents and the school board; a process which results in the student understanding that respect for the rights and property of others is a prime and foremost requirement;

which results in students realizing that if they want to be respected, they must also respect others. Within this social framework, *discipline* does not become a term with negative connotations but rather it becomes the glue, the cohesive and adhesive mixture that holds the society together. The child who is reared in a home where he understands that the home society must be based on reasonable laws, which protect him and his siblings, will respond very quickly to the school society which is based on the same fundamental principle. The child who has not been reared in this type of home will have to be taught the fundamental need for a society based on reasonable laws.

In any case, both types of children need the security of an educational environment which is based on reasonable boundaries and mutual respect.

Now, let us establish the means by which *discipline* is built into the educational process. We are going to approach it with two basic assumptions:

(I) That because of the current decline of the home, the church, and society, in general, *discipline*, must be an integral part of the curriculum on a kindergarten through grade twelve basis for all children. It must be intentionally taught in a planned, sequential, and systematic fashion.

(2) That because of the magnitude of the juvenile delinquency and the adult crime problem in our society, *discipline* must become a positive, a reasonable, and a preventive process. Unless the public schools and American society, in general, begin the preventive approach to this problem, we are destined for deep and serious trouble which may well threaten the very framework of our democratic society.

The process of building *discipline* into the educational program is simple but fundamental; as already stated, it must involve the total educational staff—teachers, specialists, and administrators. It must include the parents (even the reluctant or uncooperative ones) and the school board. It must result in the formation of the critical mini-laws which will cause each classroom at every grade level to be a safe, happy, and inspirational setting from which responsible and responsive students will emerge.

First, we will need a full summer of preparation for each school system. The professional staff, parents and school board members will meet in a series of general meetings in which the urgent reasons for the development of a school code is introduced.

An idea of such an introduction follows:

The beauty of a well conceived, well planned, system of *discipline* is that it provides the ideal setting where all children learn and interact in a normal way. Children can proceed at their own pace; individual prerequisites to learning (self image and interest in school) are sustained and social prerequisites are developed as part of the system of *discipline*. This places great responsibility on the school to be aware of the learning potential of each youngster so that no youngster is allowed to do little or nothing when he is capable of much more. It also means that the little child who is working to his capacity but can't quite

keep up with his class is not chastised and labeled. If he is learning what he is capable of learning, then he should be rewarded for his achievements and consequently he will remain interested in learning. This type of school provides the happy, secure environment where the child knows he is safe, because his rights and property and person are respected. A safe, happy environment is the ideal setting for learning. This type of school provides each child with the rules that will govern his mini-society; he will have a chance to talk about these rules in his classes. He will learn why these laws (or any reasonable laws) are necessary. Each child will also be aware of the reasonable penalties that must be paid if these reasonable laws are violated. The student must feel that these penalties are reasonable. The school must see that these rules are pertinent, relevant ones which are limited in number but encompassing in scope, and that the penalties invoked are in keeping with the violation. Constant emphasis must be placed on the concept of respect.

We must begin to look on *discipline* as a positive thing, in the sense of it being the vehicle (the means) to provide the child with that necessary sense of responsibility to live in harmony with his peers. The child who is taught in an atmosphere where the rights of others is a fundamental principle will not change his behavior the minute the teacher, the parent, the aide, or the principal leave the room. The beauty of self discipline becomes more than lip service—it be comes a reality. Thus, the negative connotation gives way to a positive social process —respect for the rights, the person and the property of another. The child who learns in an environment of reasonable, understood rules based on the rights of others and the Golden Rule will not "cut loose" when he is "free"—he has been "free". But his definition of freedom includes the built in reminder that an individual's rights can not trample or destroy another person's rights or property. A child who learns in a planned, but respectful environment will love learning, will remain curious, will want to continue learning after he has left the formal schoolhouse.

This system of *discipline* must be a continuous, planned program from kindergarten through senior high. It is a tragedy to have a child learn responsibility for his own actions, to have a child develop a love for learning and then have it all go down the drain in another setting where *discipline* is totally negative because it consists of a compilation of lengthy, irrelevant rules which are seldom understood and generally overlooked. It is then that all sense of responsibility ceases and the child suddenly does what he wants to regardless of the rights of others.

The second step, in the general meeting of educators, parents, and board members will consist of developing a skeleton set of basic mini-laws for the entire school system. This skeleton set will be just that—a concise list of the fundamental rules — within which the student will work, play and generally interact with his peers and his staff.

Three R 's of the Student

1. RESPONSIBILITY—It is my responsibility to be on time, to be prepared, and to perform to the best of my ability.

2. RESPECT—I will respect myself, my peers, and my school staff—in words and in deeds. I will be given respect as I render it unto others. I will respect the rights, the physical person, and the property of others.

3. REWARD—I will expect the continuing rewards and privileges of my school society as I continue to grow and mature and as I continue to display respect and accept responsibility for my actions. Failure to accept the responsibility that goes with the privilege means that I will have to forfeit such privilege.

Three D' s of the School

We, the staff of this school, in fulfilling our pledge to protect the personal safety of every student, to protect the property of every student and the taxpayers, to guarantee the right of every student to a quality education, cannot permit:

(1)Defiance of the Student R's.

(2) Disruption of another student's right to learn or the disruption of the school process.

(3) Destruction of another person's property or destruction of the school (taxpayer's) property.

The third step in the development of the school code consists of distributing the skeleton list of fundamental rules and breaking the general group into three sections—elementary, middle, and high school. Principals, specialists, and teachers will report to their respective section. Parents will report to the section which represents the current assignment of their child. In the case of dual assignment, the parents should divide their time between the two sections. Board members should rotate among the three sections, as should the superintendent of schools. The chairperson and recorder for each group will proceed to motivate the participants to take the skeleton mini-laws and add the necessary flesh to the bones, accommodating the terminology and details to the particular maturity level of the students. However, the basic framework of the 3 R's must be retained. In all cases, the wording should be stated positively—thus reminding students that rules are necessary for their safety and their benefit.

From time to time during the summer-long evening sessions, the three groups will reconvene into the original general group to review progress, review any snags, and assure continuity and sequence in the adaptation of the language.

The fourth step in the development of the school code, once the wording of the code itself has been completed, will consist of the establishment of reasonable penalties for violations. It is important to handle this aspect of the process in a positive fashion also. Reasonable rules are necessary to assure the safety and the dignity of each student; therefore, it follows that continued violations

of those reasonable rules, means that student does not wish to assure safety and dignity to himself or his peers. It also follows that a society must honor the safety and dignity of the group in particular—thus the need for reminders (penalties) that are always fair, reasonable and uniformily assigned.

In establishing the reasonable penalties for violations of the Responsibility and Respect Code, it is well to remember that continued violations of the Respect Code, against persons or property, must be viewed very seriously. It is this aspect of the Code that will make or break the school.

Each group must also establish a simple means of recording the positive and negative responses of each student. It is essential that the groups attach great significance to this process. If each one of our children who enter the public schools is deemed to be equally precious, then it should logically follow that each child, trainable, educable, slow learner, average, or gifted, should have an Individual Educational Plan at each level which will contain the projected (desired) goals for him in both the cognitive and affective areas; consequently, it is crucial that the student responses to these critical Responsibility and Respect Rules be a part of the actual, attained goals of that student. The quarterly parental-school conference should consist, among other things, of the review of the student's IEP—his actual accomplishments in Math, Reading and Responsibility to date as it compares to the projected goals.

Now, let's stop for a minute and consider several points as we develop the penalties. It is critical when the final version of the Code and the penalties are completed and adopted by the School Board, that the explanations of the Code be made in a way that will cause each student to see the necessity for such a Code—that will cause each student to see the Code and the reason for it, in a real, relevant and personal fashion. A prime example can be made of the reasons for the existence of a speed limit and the reasons for the penalty.

Another critical aspect of the implementation that cannot be over emphasized is the fair, reasonable, and uniform application of the Code. Our high school students have seen too many examples, in prior years, of unfairness in the application of rules. We cannot develop a system of values if students see unfairness and bias, in action. A fair and reasonable set of rules, uniformily applied in a fair and reasonable process, will do much to accomplish the long range goal of any social process— namely, the acceptance on the part of the students, that a safe, happy, and secure environment is to their benefit. Such acceptance means that self discipline will likely follow in the real world.

It will be necessary to remind students that in any system of reasonable rules, which also includes reasonable penalties for continued violations, there will be certain limitations. Not every violation will be detected; after all, not all speeding violations are detected either. However, that fact should not be used as an excuse for the offender who must pay the penalty. No system will detect every offender every time but a good system will detect most offenders most of the

time.

Since our program in school discipline is a compound one—to alleviate existing problems and to begin a preventive program—the following suggestions might be helpful:

(1) The purely preventive program will be instituted in kindergarten and will move through the system. Faculty members in the next grade will be fully involved in the training program. The preventive program is presented in full detail in a later section of the book.

(2) The alleviation program must be ready in September for all students who previously attended school. Under the alleviation program, it should be made clear that every student starts with a totally clean slate. The only negative things that will appear on his slate will be of his own doing.

As the work on the Code and the system of penalties continues, let's make sure that the educational team is cranked into the act. As it is, in any system, all the preparation in terms of the Code and the penalties will go for naught if we do not have a perceptive educational team prepared to implement both the alleviation and the preventive program. The teacher, as the key figure, must follow some basic guidelines:

(1) Do not use the Code as a threat or a negative force. Stress the positive; stress the advantage and the beauty of safe, secure and happy classrooms, hallways, lavatories, cafeterias, and playgrounds.

(2) In the classroom, for each activity, be sure to stress and to stress again the reasonable ground rules for a given activity. The ground rules for an oral reading lesson will differ from the ground rules for a gym class. The rules for a Chem Lab class will differ from a recitation period.

(3) Try to remain consistent in the implementation of the Code. Do not allow your low days and high days to cause you to deviate from the correct and reasonable course of action. Students know what to expect and are secure in that knowledge—realizing that the teacher cares enough to expect the best in performance from each student in both a cognitive and affective way.

(4) Be prepared for the occasional student or two who will try you! Have a team plan for such an occasion. Meet the challenge, forcefully but not angrily. The display of anger or anxiety enhances the role of the agitator but diminishes your role. Do not engage in an oral debate !

Likewise, let's review some basic guidelines for the educational team (teacher, counselor, principal):

(1) Be supportive of each other. As the steps are sequenced for a pronounced violator, reinforce each other's role.

(2) Do not involve the counselor in the active *disciplinary* process. She will be a part of the solution process and thus much more effective if she is allowed to probe for the cause of the provocation.

(3) Do not project the principal's role as a negative one. Rather, the team should view it as one of the sequential steps in the event of continued or pro-

nounced provocation.

Pool your thinking—three heads are better than one.

As a team, be prepared for the occasional, continued, or pronounced provocator, who will try your nerves, try your system, and test your teamwork.

When the first violation of the Responsibility or Respect Rule occurs, the teacher must quickly and emphatically remind the child of the ground rule and the reason for it. Hopefully, this will end it.

If the first major violation of the Respect Code is a breach of person (peer), the need to stop that physical action is critical. Then, the violator or violators must be quickly taken from the social setting to a position removed. A private, followup conference with the student should occur as soon as possible. The success of that conference will determine if additional steps or referrals are necessary.

If continued violations occur, explicit team actions should occur: denial of privilege, referral to the principal, and the scheduling of a parent team conference. In all cases where removal from the social scene is necessary, the steps for such removal might be to a remote section of the room or if serious enough, to the principal's office. Removal to the principal's office should always result in a scheduled parent team conference.

The parent team conference should be conducted in a fashion which will encourage mutual respect. It must not take on an intimidating air if we expect to secure parental cooperation. It is well to remind the parent that both have the same aim in mind—that of providing the student with the best educational opportunity. Usually, there is parental interest if it has not been thwarted by a previous negative parent-school experience.

A full explanation of the provocation or series of provocations should be presented objectively. In addition, the explanation should include the section of the School Code which has been violated. As the social implications of the action are explained, the parent should be drawn into the conference. If parental cooperation is forthcoming and a joint plan of action has been agreed upon, the student should be brought into the conference for an explanation of such joint plan.

If there is little or no parental cooperation, the logical step is one of requiring a school-parent-student behavioral contract to be completed. Such a contract should clearly spell out the individual rights of the student to an education but it must state that his individual rights do not include the right to disrupt the school process.

Continued complications should be met with a two pronged program. Referral to the school district or intermediate unit's psychologist and other supportive personnel should be accomplished with parental consent. Separation from some or all of the regular educational setting should be provided for, in some form of alternative schooling. Variations may include Saturday classes,

evening classes, in school suspension, and modified scheduling, while the supportive personnel are getting a handle on the cause of the problem. In dealing with such remedial cases, one basic rule must remain foremost in the entire process. We must make every effort to alleviate the problem; we must use every resource at our disposal; we must remain objective and constructive in spite of the provocations. But, we cannot allow any student to deprive the rest of the students of an educational opportunity by disrupting the learning process.

If a case reaches the suspension, hearing and expulsion stages, it must be fully documented, dated, and legally prepared. We must, at all times, guarantee the legal rights of the student to some form of alternative schooling, but we also must protect, preserve and maintain the security and safety of all the students in an uninterrupted educational process.

In no case should a physical confrontation, precipitated by a student against a staff member, be tolerated. Swift and decisive action must remove the offender in an out-of-school suspension, while the legal requirements of the hearing are undertaken. The resultant action, of expulsion, reference to the juvenile court or alternative schooling must be taken to preserve the future viability of the school system itself.

The public school staff, the parents, and the school boards of America must establish a planned, sequential, continuing system of discipline now. The system must be fair, reasonable and relevant in its composition and its implementation. It must be both remedial and preventive—remedial for those who have been a part of the past chaos—preventive for the newcomers and future generations. The blessings of freedom are two edged. On one hand, it can be the beautiful atmosphere where everyone's rights are mutually respected, where children feel safe and secure in the knowledge that someone cares, where effective education can and does occur. But, on the other hand, it can be that chaotic state where freedom is interpreted as the unbridled license to do as one pleases regardless of its effect on others. This results in a state of anarchy where the students vent their passion and vent destruction on those around them. No democratic society can long endure the contagious, expanding state of chaos and anarchy.

Public School Staffing

About Teachers

The teacher is the key. She can unlock doors or she can slam doors to future effective learning on the part of each child. She is the person who must understand that learning is an individual process occurring at different rates of speed and requiring varied approaches. She must understand that the public schools receive all children—that these children come to school with varied backgrounds, varied abilities, and with wide variations in cultural, social, and educational experiences from the home. She must understand that most of these children initially enter school happily and with anticipation—that one of the major tasks of the school is to retain that feeling of happiness and curiosity, that the school can and must find a way to encourage all children who are learning according to their own ability to learn.

This type of teacher does exist now but they are too few in number because they have not been trained for this kind of teaching. They have been prepared to dispense knowledge, to teach subject matter, to be concerned about cognitive outcomes. What is the answer, then ?

The teacher of tomorrow must have a different type of training in the university. For those who are already in teaching, they must undergo a massive retraining program. The points that follow reflect on the kinds of things that must be a part of the public school system and consequently reflect on the kinds of teacher training and inservice programs which must be offered.

The "new teacher" will be a person who realizes that the goals of the new ball game include more than the acquisition of basic skills, although *that is always* important. These goals deal with the student as a person—consequently the teacher must deal with the affective domain as well as the cognitive. The new teacher will be aware of the fact that some 25 to 40% of our students are currently lost in the shuffle. She must be willing to do something about this alarming statistic.

Although the schools cannot be responsible for all things, it is nevertheless foolhardy to overlook and ignore the deterrents to effective learning.

This sin of omission could be likened to the physician who treats a youngster for the symptoms but does nothing about the basic cause of the malady. Consequently, when our kindergarten children cross our threshold for the first time, it is reasonable to assume that some 25% of them will have deficiencies that will have to be dealt with before these children can learn effectively at their own rate.

The new teacher will be trained to assess students without labeling them. By assessing their strengths and their voids, she will be a facilitator of learning rather than a dispenser of knowledge. She will use all of the resources of the school to remove the barriers to effective learning—thus, eventually making the child his own best teacher. The new teacher will work in teams, for the team is more than the sum of its parts; she will use all of the applicable tools of technology but she will not dehumanize the learning process. She will be the *general practitioner* of education, who will not hesitate to bring in the specialist to help diagnose and cure a learning *illness*.

In short, she will be a counselor, facilitator, scheduler, and teacher whose task is to see that the whole child is *well*, and thus capable and eager to learn.

The new teacher will be anxious to develop means to improve the profession, to eliminate inadequate teachers and to become involved in the decision making process. She will spend time in team meetings working on better ways to meet the varied needs of students; she will openly review concerns of parents and students without apprehension.

In the process of negotiations, the new teacher will be responsible—recognizing the need to perform better services to children in exchange for better salaries and benefits. Better services are rendered by keeping abreast of new technological developments, keeping an open mind about new approaches to the needs of children, and by taking current courses in colleges, universities, and inservice learning centers.

The new teacher will not fear assessment—she will welcome it as a means of improving the educational process. She will be active in helping to keep the assessment process up to date.

The new teacher will be willing to serve on advisory committees to the school board and to the administration; she will be willing to serve on credit review boards for both teachers and students; she will be willing to serve on problem solving panels and seminars which openly review concerns of students.

In this day of competency based education, when concern about basic skills is justified, the logical approach seems to be one of preparing our teachers to write an IEP (Individual Educational Plan) for every child. This preparation is based on the assumption that every one of our children, regardless of intelligence range, is special and important. The plan would include the expected cognitive outcomes but it should also include the expected affective outcomes. Both aspects of development must be monitored if we expect

to turn out an educational product who is verbally and mathematically competent but one who is also a responsive and responsible human being.

The IEP should precede each student as he makes his way through an educational process which is based on caring enough to bring out the best in each student according to his learning potential.

The new teacher's role in teaching Responsibility and Respect will require an added dimension to teacher training and teacher inservice. The details of teacher involvement in the total process of *discipline* are included in that section. *The teacher's role* in revitalizing the public school system in America is *the key role*. The success of the venture will depend upon the willingness of the teacher to accept this key role; such acceptance will add unbelievable dimension and prestige to the profession—a needed ingredient in the perpetuation of a democratic society.

About Teacher Training and Inservice

If public education is to survive, changes in teacher training must occur. It will also be necessary for the existing teaching staffs to undergo massive retraining programs.

In order for teachers to be prepared for the new ball game, the undergraduate and graduate programs of education must be revised. Too many teacher training programs are basically the same as in the pre-war days of 1941. The typical preparation for the elementary and secondary teacher consists of the same pattern of education courses, some basic psychology, content preparation, and student teaching. The preparation in the content areas is usually adequate except in the case of reading for elementary certification. In some cases there is over preparation in certain secondary fields; an example is the secondary mathematics teacher who takes far more mathematics than he is going to use or need in the secondary classroom. Rather, it is in other areas that the concern lies.

The methods courses (or how to teach courses), the curriculum and instruction courses, and the tests and measurement courses are poorly taught in too many institutions and are often a waste of time. These classes should include exciting demonstration, and visitations, and involvement in new approaches to learning; they should include demonstrations of the very latest technology that might be applicable. The methods classes should exemplify how to teach, how to motivate, how to meet individual differences, how to use testing as an instructional device. The education classes should prepare the prospective teacher in such areas as assessment, the goals of basic education, mainstreaming, confidentiality of student records, the importance of student self image and curiosity, career education, student rights, team teaching, differentiated staffing, community education, preventive guidance, diagnostic and prescriptive techniques utilizing Individual Educational

Plans, referral practices, flexibility, alternative programs, negotiations, relevancy (ecology, recycling, pollution, energy), and *discipline*. What a challenging series of classes these could be if they were taught in the crucible of basic education ! It seems totally unrealistic for basic education and higher education (teacher training) to be operating without some definite method of joint input, teacher exchange, and joint planning. The field experiences as underclassmen should prepare them for the final phase of teacher training, student teaching.

Currently the colleges and the school districts carry out the mechanics of "sending and receiving" student teachers with little attention to the critical nature of this training. The master teacher (critic teacher, cooperating teacher) is not necessarily an innovative, open teacher (open to ideas); she is a teacher who has been recommended by the administration and has been accepted by the college. Success in student teaching is often based on how well the student teacher manipulates the process . Thus, the practical experience of teaching becomes a process of following the techniques and procedures of the master teacher—good or bad.

What can be done to make teacher training an effective proving ground for prospective teachers? It appears that prior to student teaching, training must be revised thoroughly in a massive federal-state-local effort that brings basic education and higher education (teacher training) together in a nation wide series of grass root planning sessions. If basic education has the raw material (the students) and higher education produces the future teachers, why shouldn't the planning of teacher training be a joint venture? Higher education should not impose its will on basic education, thus maintaining a dichotomy of serious dimensions.

If joint planning sessions can effectively revamp the first three years of teacher training, bringing about a reasonable amount of content mastery with relevant updated methods, psychology, and measurement courses, it will effectively set the stage for the final year of preparation.

The final year of preparation is so crucial that a concerted effort is necessary. It would appear that the final year of teacher training and the massive job of inservice must be done cooperatively on a regional basis involving the local districts, the intermediate state units, and all of the teacher training institutions in that region. Federal funds, state funds, and some local funds would be needed to establish and maintain these regional training centers. Not only would these centers be the hub for training new teachers and updating present teachers but it would also serve to train prospective supervisors and administrators of the regional area.

Summers and evenings would be utilized to bring in entire staff from a given school district to the center for the most updated and proven techniques. The best instructors would be secured from the staffs of the regional universities, state departments, and the school districts. If no capable in-

structors are available in the region for a given subject or technique, outside personnel would be contracted and brought in. The cost of the program would be borne from joint federal, state, and local funds.

Special programs would be provided for those who wish to become master teachers and such membership would include prospective master teachers, college coordinators of student teaching, methods professors, and supervisory interns. Everything from positive disciplinary practices to teaching techniques for the slow learner would be jointly reviewed. This corps of people would be the nucleus for handling the college seniors involved in teacher training. The seniors would come to the learning center for one year of an intensive, carefully prepared internship. This would consist of two semesters (or its equivalent) of carefully planned programs of observation, visitation, student teaching, and teaching seminars for these prospective teachers. The teaching seminars would be devised to review all kinds of teaching techniques, to review all kinds of emotional and learning problems, to develop referral practices, to provide for intense training in student discipline (preventive and remedial), and to develop student IEP's for the prospective student-teaching assignment.

The administrator interns will undergo a two district experience. The major emphasis will be placed on the educational role of the principal—that is, the role of coordinator, expediter, and facilitator of the learning process. The administrator intern would participate in the summer programs for master teachers and in the teaching seminar sessions for student teachers and master teachers.

The regional learning center, which would combine the resource base of the local districts, intermediate units, the teacher training institutions, plus the regional graduate schools involved in administrative training, can turn basic education around. Supported by federal, state, and local funds, it will possess both the financial and educational resources to provide the breadth and depth of experiences needed by the new teacher, to provide for the updating of the current teacher, and to provide for the hands on training of master teachers, school administrators and supervisors.

Last but not least, the doctoral candidates will be provided two avenues of pursuit. The research oriented doctoral candidate in education will have all the raw material at his disposal for the kind of continuing, carefully supervised, program related research that is so desperately needed in the profession. The prospective superintendent will have a two district experience in the art and science of "super intending"—an internship filled with learning by doing and seeing, an internship which will be carefully supervised by his graduate committee. It will be a practicing internship, not an exercise in endurance on a *vestigial doctoral thesis*.

The Educational Team

If the teacher is trained to be part of a team effort, what positions will the guidance counselor, or the school nurse play on the team? The past role of the counselor and the nurse must be scrutinized carefully and then a new and dynamic job description established for these key people.

Certain basic premises are crucial to this discussion:

- concentration on the whole child (the child as a person)
- early identification of a child's problems without labeling
- preventive guidance techniques emphasized and utilized
- causes, not merely symptoms, identified and treated
- diagnostic prescriptive education as a team effort

With this as a background, how will the services to children be changed? For one thing, the guidance services which formerly were mainly concentrated on the college preparatory students at the high school level, will now be concentrated in the elementary schools. The secondary child will not be ignored but a counselor's work at this level is often a case of too little, too late. The problem student at the secondary level is a real problem because of the deepseated, festering concerns that have not been treated. Thus, the thrust of the counselor will be early and preventive.

The school nurse, who in the past has been saddled with burdensome recordkeeping and routine bandaiding of students, will now become a full-fledged member of the educational team, who can shed light on the all important physical aspects of the child's development. In addition, she should become a resource teacher to the regular instructional team, handling various portions of the health program and serving with the health and physical educational department in setting up its teaching sequence, its developmental, and adaptive physical education program, its sex education program and its drug and alcohol program. In addition, she should take on the task of working closely with teachers and cafeteria workers on the lunch program. She can be extremely influential in the area of attitude—development regarding food, nutritional needs, and the reduction in the wasting of foods.

The essential feature of health services examinations, screenings etc. will be under her jurisdiction—she will schedule the school physician, schedule the specific students for these examinations. However, the ever important followup will now be conducted with vigor. The routine recordkeeping and clerical work will be handled by a paraprofessional who has been trained by the school nurse. The routine bandaiding in each school will also be handled by paraprofessionals who have been carefully instructed in the regulations. The school nurse will always be *on call*, as will the services of an emergency physician. The major change in the nurse's role will capitalize on her professional training to benefit children while the routine, time con-

suming clerical duties can be handled by competent, less expensive personnel.

With the revised job description completed, let's put together a Pupil Personnel Service Department showing its vertical structure as well as its horizontal attachment to the instructional teams at the given building level. Heading up the department will be a perceptive guidance counselor with experience and/or training in both elementary and secondary education. His department will consist of the home and school visitor, the various counselors, and the school nurses. Serving in part time capacities would be the neighborhood minister or priest, trained in the fine art of highly personal counseling; in addition, several members of the teaching staff who are perceptive, open, and sincere would be scheduled for evening counseling with extra compensation. Secretaries and paraprofessionals will complement the professional staff, doing the time consuming clerical and routine work for the department. The school nurses and the dental hygienist will complete the local staffing. The services of the school psychologist would be available upon referral by the pupil personnel services department as would the highly specialized services of a psychiatrist.

All of the former services of testing, college entrance, special programs, job fairs, vocational technical visitation, career education, special testing, orientation sessions and the like will be coordinated and run from the department. In addition, the medical and dental exams, followups, and referrals will also be coordinated. Attendance services, with a special eye toward the causes of poor attendance, will be coordinated and conducted within the department.

In this kind of setting, if a child is referred for poor attendance, the full impact of health, and psychological services can be brought to bear if necessary. The emerging recommendations from such a concerted effort will then be made to the principal and the teaching team of that student. What a difference from the day when these people acted in isolation.

At the horizontal level a nurse and a counselor are resource members of the teaching teams, providing input about a given youngster who might be encountering some problems. The review of his case, with great stress on the confidentiality of the student's record, will result in specific, concrete recommendations. The followup sessions will be used to determine if the *treatment* is working or if a change of *prescription* is needed.

The pupil personnel department working as a vertical, district wide team, will hold at least two planned meetings a month. If a given problem erupts in which a counselor, home visitor, or school nurse has already established good rapport with the parents, that person will assume the case. It will eliminate reinventing the wheel each time a new unknown counselor has to establish a firm home contact.

The exciting part of this new story is the fact that it does not suddenly

demand new personnel—it merely puts the personnel, who once operated separately, into a smooth functioning team.

The story of the educational team is not complete without reference to the role of the paraprofessional, volunteers and resource persons. In keeping with the necessity of maintaining the costs of public education within reasonable bounds, and in keeping with the philosophy of bringing the community into the school and taking the school into the community, the implementation of differentiated staffing is absolutely essential. We agree that the professionals in education should not be spending their time on administrative paperwork which can be handled by paraprofessionals. However, that means that the professional should be willing and ready to perform professional duties. Writing Individual Educational Plans for every student, practicing preventive measures, accepting the shared responsibility for cognitive and affective outcomes, meeting with parents, serving on advisory committees to the school board, welcoming the community into the classroom, taking the classroom into the community, establishing and updating educational programs which are relevant and meaningful, and generally performing the duties of one of the society's most crucial persons are all part of these duties.

If the school is open and receptive, the human resources are almost inexhaustible. High school seniors, who contemplate entering teaching, should spend one period a day working with and for a resourceful teacher. Such a senior would receive one unit of credit, approved by a credit review board, in a meaningful preview of the prospective career. College underclassmen, enrolled in teaching, counseling, and law enforcement should be lending their services and getting invaluable experience with the educational team.

Citizens in the community, possessing unique skills and heritage, can add the spice of relevancy to the educational program. The culture of the Far East becomes real, when the volunteer of Japanese heritage brings the person and the culture into the classroom. The senior citizen, who possesses the prized collection of fossils, will suddenly transform the study of a dead subject into something real and personal.

We have excluded most of these human resources from our schools because we have been afraid of the public and because we, as educators, held to the premise that learning is possible only in the classroom.

The beauty of the educational team is that it is, truly, more than the sum of its parts. It is one of the means of bringing the best of the educational benefits to all of our students; it is one of the means of raising public education to a new pinnacle of success and respectability, thus restoring the public's confidence in this crucial process.

Public School Curriculum

Cognitive Skills

The alarming decline in standardized test results and the Scholastic Aptitude Test (SAT) results has doubled the criticism of the public school system. An eroding system of *discipline* and declining test scores in the basic skill areas seem to have placed the public's sense of trust at its lowest point in history.

Therefore, let us tackle the problem of basic skills as we place the teaching process in a newly designed system of *discipline*.

Verbal Skills

Too many school systems teach the components of the verbal skill chain as separate entities. Listening is seldom intentionally taught; reading, spelling, English (grammar, punctuation etc.), handwriting, speech, and composition are generally taught as separate disciplines with little or no correlation, let alone integration, occurring. Students are grouped for reading, an impressive and recognition skill, while the entire class tackles spelling, a difficult expressive and recall skill. The spelling lesson is not related to the reading lesson and the handwriting lesson is not related to either. In addition, any speech or composition work is unrelated and not relevant. No wonder our students are mixed up and verbally deficient.

The logical approach to the entire gamut of verbal communication is a system approach. That means we take the components and fuse (synthesize) them into a meaningful whole in which each component emphasizes and reinforces the other. Let us say at the beginning, that the reading approach, whether phonetic or recognition in nature, can be fused into a synthesized Communication Arts Program. Thus, the big change is one of altering the teaching of reading, spelling, English, handwriting, speech, and composition as separate entities in small, parceled modules of time. Instead, we will fuse them into a meaningful minimum of an hour and one-half of Com-

munication Arts.

During this large segment of instructional time, the stimulus or motivation for the entire segment should come from the reading lesson. Teacher planning is absolutely critical in terms of motivating the class. It is from the high level of student enthusiasm that the successful verbal outcomes will emerge. Thus, before the students ever open the reading book, the teacher will have created such anticipation about the lesson that it will carry over into all other aspects of the verbal experience. From the reading lesson we will draw the spelling lesson, the handwriting lesson, the speaking and listening lesson, and the composition lesson. As we reinforce the newly introduced words from the reading lesson in the subsequent verbal activities, it also invokes some very effective approaches to learning itself. The words, which are first visually perceived, are reinforced in an auditory fashion through the oral aural exchange and these same new words are printed in the handwriting class, thus invoking kinesthetic reinforcement. If any students have problems with the initial consonant sounds, the sounding out practice should be accompanied with tactile reinforcement such as finger tracing the sandpaper letters.

In the oral and written composition activities, the words are used in formation of sentences and eventually into paragraphs. The natural out growth of the Communication Arts class, where motivation has been developed, is the eager and natural desire of each child to talk and to write about the new world that has just been created for him. From these spontaneous written creations, we weave in the gradual process of mechanical corrections in grammar and punctuation. This part of the process must be carefully planned and diplomatically implemented; for while it is important to develop the mechanical correctness of speaking and composing, we must not curtail the natural desire of the child to talk and to write about his own experiences. The ugly face that most high school students put on when they are asked to write is clear evidence of the fact that we have killed the desire to write. We must perpetuate the child's natural desire to tell the world about himself, both orally and in writing, as we gradually develop the mechanical skills that will finally complete the beautiful process. One of the most effective ways to develop and perfect the mechanical processes is that of promoting the art of self proofreading. As the first draft of the paragraph is completed, the student is given ample time to proofread his own work. In fact, the self proofreading must become an automatic part of the composing lesson. The student will make his own corrections on the first draft, and then proceed to prepare his second draft in his very best handwriting and in the best possible form. The teacher must attach great significance to the completed draft.

Now, the teacher must explain that she, too, will help with the proofreading process. Explaining that each of the students are reporters of a sort, she will explain her role as that of an editor. A field trip to a newspaper plant

will illustrate this most graphically to the students. The sports reporter, with all of his training and interest in sports, must have his story checked by the sports editor for correctness, and proper form. Teacher proofreading should always be a learning experience, without embarrassment, for the student; it should be a one-to-one contact during the workshop portion of the Communication Arts Class.

If the total faculty at the elementary, middle, and high school level accept the responsibility for the development of the verbal skills of their students, it makes the task so much more effective. The math, history, and science teachers will work on the verbal processes and skills, while they are teaching the subject matter. Each teacher becomes a teacher of reading, spelling, speaking, and composing. Each teacher will utilize essay questions in their total testing program to determine the progress of the student's synthesizing skills.

It goes without saying that the past practice of assigning students to write a composition for a disciplinary offense is taboo. There is no more certain way to kill the natural desire to write than to use the composition as a disciplinary tool.

If the public schools will adopt a synthesized verbal skills program and will enlist the total faculty in the effort to develop verbal competencies, we predict it will result in attaining new heights in this critical basic skill area.

Math Skills

Some of the deficiencies in the math area will be alleviated when the verbal skills and processes are improved. Improved listening skills and improved reading comprehension will result in increased ability to follow directions and to solve word problems.

The other major problem in the math skill area is deep seated. When modern math hit the educational fan some years ago, too many public schools adopted the program before the teachers in the elementary schools were adequately inserviced. The results were negative. Adding to the instructional problem has been the tendency to place heavy emphasis on the concept-development aspect of math instruction. No one could quarrel with the idea of explaining the "why" of mathematical calculations but it seemed that the heavy emphasis on explanation, resulted in a decrease in emphasis on the computational skills. It is a fine idea to have the student know the reason for inverting the fractional divisor, but it is critical for him to know how to handle the computations involved in the division of fractions.

There is nothing wrong with modern math. Rather, it has been the manner with which it was implemented and the lack of emphasis on computational skills. It goes without saying that the cure for this ill is the simple prescription of more computational practice on relevant type problems which take on meaning for the student.

It would be a serious oversight if we did not relate the verbal and math skills to the burning issue of minimal competencies. Again it would appear that we, the educators, waited too long to respond to the realities of the eroding basic skills. As a consequence, the aroused public has kindled the fires of the state legislatures; the result has been crash legislation establishing minimal competencies in the verbal and math areas. (There are some exceptions to the crash mandates in which case the legislation will be implemented after a study has been completed.)

Since minimal competencies are here to stay, at least for the foreseeable future, we had best prepare for the most effective means of meeting these various state mandates. We believe that each school system must develop a complete set of sequential competencies, in both the verbal and math areas, for the entire school system, grades one through twelve. The process of doing this will be as important as the actual outcome. By causing the entire staff to sit down together and establish this sequential set of competencies, which will serve as a yard stick for individual performance, we will have developed the means of promoting the status and prestige of each child via the IEP (Individual Educational Plan). If we believe that every child, regardless of ability range, deserves the status of having an IEP, then we can fulfill two important tasks at the same time.

First, we have the entire staff carefully compile the sequential skills and competencies for the school district in the verbal and math areas. Once compiled and adopted, this listing of skills will become the individual skill development check list for every student. It will follow or precede the student as he moves through the school system. The cumulative competency list must provide specific places for the recordkeeping aspect of competency-based instruction. Each time that a given student masters a given skill, the teacher or aide will record the date of said mastery. The cumulative competency list becomes one of the major discussion points at the quarterly parent school conference. How does the IEP fit into the picture ?

The IEP should be formulated by the educational team for each student, for each year, based on his learning potential. This projected or predicted plan of accomplishment is periodically checked against his actual progress in the basic skill areas as checked and dated on his cumulative competency list. Any serious discrepancies between the actual progress on the cumulative list and predicted progress on the IEP should be checked promptly. Is the child loafing? Have we expected too much? Have we overestimated his learning potential? Are there any physical or social deterrents to his projected accomplishment that should be investigated? An exercise of this type, by the educational team, is an example of the finest in educational practices.

One other immense benefit that can emerge from the utilization of the IEP and the cumulative competency list is the comparison of the results of the annual (spring) achievement test against the projected progress on the

IEP and the actual progress on the cumulative competency list. Serious differences should be reviewed at once. Does the child tend to "choke up" on an achievement test? Is there a need to periodically check on the retention of skills, even though he attained mastery (80% on a criterion referenced instrument) ?

The public schools can regain some much needed status if they meet the dual problems of diminishing basic skills and minimal competencies in an open, constructive, and forthright manner. It will demonstrate that we can respond to an admitted weakness in our present program by devising a system that will overcome the weakness, and that such a system will meet the recordkeeping aspects of minimal competencies and yet preserve the sacredness and uniqueness of each child's progress as measured against his learning potential.

Cognitive Outcomes

About Career Education and Vocational Education

If the movement labeled "Career Education" does nothing more than to emphasize the need for basic education to add relevancy and utility to its educational program, it will have served a noble purpose. For years, we simply dished out the things that educators felt were essential to the student's well being. While no one can quarrel with the need for basic skills, the added spice of utility and relevancy cannot help but serve as a vehicle to change learning to read to reading to learn .

If basic education can latch on to the impetus of this movement, it will not only cause educators to keep the educational program up to date but it will also serve to open the doors to new approaches, creating as it were a new era of flexibility. If the stages of career awareness and career exploration are fully developed in the elementary and middle years of school, the entire perspective of children, parents and teachers will be immensely broadened. We need materials that children use to acquire basic skills and are at the same time, colorful, informative, and relevant. If the schools expect to keep children and parents aware of the ever increasing world of work, then the matter cannot be left until ninth grade when we acquaint the youngsters with some occupational pamphlets. Thus, the thrust of career education (with its emphasis on productive, yet rewarding living and the development of an appreciation for the world of work) can lift education from the doldrums of abstraction to the concrete realities of the world around us. Career education can help accomplish another overdue goal—that of lifting the stigma from vocational education, of placing a positive connotation on vocational skills, of removing the academic snobbery that has too long dominated the secondary school. The tremendous emphasis on college has hope-

fully begun to diminish so that all children are viewed for what they really are.

The impact of career education can also do a great deal to end educational segregation—commonly called homogeneous grouping. If the education of a child is based on meeting his total needs as a person, then the haunting spectre of superior and inferior stratifications should cease. That does not mean that the gifted child should be held back or that the slow learner should be forgotten—it simply points up the need for education to individualize. With the massive technological advances, and the techniques of team teaching, differentiated staffing, independent study, individual prescribed instruction and others, no child should be bored, or held back when he is ready to probe and pioneer; nor should the youngster who needs more time and more help be made to feel inferior and inadequate. The academic, business, and general labels can be eliminated and the student, who has undergone an intensive career awareness and career exploration experience, is in a position, in cooperation with the counselor and his parents, to wisely choose from the total school offerings those courses that are suited to his projected needs. It will finally allow and encourage the college bound student to take shop, mechanical drawing, general business or any other course which will prove useful to him; the same encouragement will be given to the student interested in the business world or the vocational world.

Career Education, one of the brightest vehicles in some time, can serve to carry basic education into the new frontiers of flexibility whereby a student can acquire, through a variety of on campus and off campus experiences, through internships, through apprenticeships, or through night school, that type of preparation, awareness, and perspective which will cause him to be a responsible and productive person—prepared for a changing world (because education will be a continuing thing for him).

Career education, will by its very nature, accentuate the role of vocational education. The fact that vocational education was a stepchild for many years has left some scars to erase and some misconceptions to eliminate before it can assume its true potential role. The fact that basic education had to undergo the trauma of wrestling with full day, half day, or week about scheduling didn't help to endear vocational education to the academic teacher, or the local administrators. Local district personnel tended to believe that the school calendar and the bus schedules were entirely geared to the vocational technical school. The need to clear our minds of preconceived ideas about vocational education is long overdue.

If our students are to take advantage of the tremendous offerings available at the vocational schools, we must first conduct massive orientation and inservice programs for board members, superintendents, principals, counselors, teachers and parents. The existing biases can only be eliminated by knowledge. This knowledge can only be gleaned by firsthand

contact with the vocational programs and personnel. No counselor can objectively help a youngster make a wise choice of courses if he is not fully aware of the total offerings and if he is not totally positive and objective about the varied programs.

In addition, vocational directors must undergo some changing also. The tremendous demand for the technical and vocational offerings and the high cost of the new equipment mandate that the vocational school directors look at some approaches to flexibility. The year round program, the second shift program, the evening program are all viable alternatives which must be examined. It is not wise to argue the merits of the full day versus the half day participation—the die is cast for most areas and they must live with what they have. However, it is absolutely necessary that the expensive shops be operated longer each day and for the entire school term. It is absolutely necessary that the vocational technical schools open their doors to the handicapped (physically and mentally), and deprived, and the drop-out.

It is equally important for the district administrators and counselors to give the same degree of status to the vocational program and the vocational students as they do to the other programs and the other students in the school. That includes assurances in word and deed to the vocational school director and his faculty that the vocational school will never become a dumping ground—that the vocational school take a cross section of the students, including the talented, average, slow learner, and the handicapped, but not more than the representative cross section.

The vocational technical program has added a needed dimension to the curriculum. With a new spirit of flexibility and a new willingness to cooperate, local school officials and vocational school officials can truly make an impact. One last obstacle needs to be removed. Industry and labor (unions) must open their doors to the vocational technical students so that the added benefits of work study, internships, and apprenticeships can be fully utilized. Federal funds and federal mandates must be used to accomplish this step.

Affective Outcomes

About Preventive Education

So many of the problems plaguing the educational world are of our own making. We continue to hold on to obsolete practices; we hesitate to look for other alternatives; we tend to have a closed mind.

One example is the insistence on the part of too many educators that all students must attend school from 8:30 to 3:30 or that all students through age seventeen should attend school on a full time basis. In addition, we keep insisting that the only place to get an education is in the classroom. It would appear that the educator, similar to the proverbial ostrich, has buried

his head to the realities of television (good and bad), the newspaper, and the outside world. A prime example of that is our failure to relate the critical affective domain to the learning process. We must not get so involved with test results, grade level standards, reading scores and the like that we fail to notice the crucial role of self image and natural curiosity as they relate to the total learning process. A child cannot learn effectively if he has no confidence in his ability to learn; on the other hand, a student will not be an effective learner if he has lost his natural curiosity, his interest in learning. Yet, we have tended to go on our way, ignoring these critical prerequisites to effective learning.

We have made extensive use of writing samples, provocation reports, chronological logs, and in-depth case studies, since the advent of the Elementary and Secondary Education Act, Title I. The sad but revealing information that we have gleaned over these years can be generalized into the following points. Remember, these are statements describing the elementary identified children who are economically, educationally, socially or culturally deprived.

(1) These normally quiet, almost withdrawn, children are excessively talkative on a one-to-one basis, once rapport and confidence have been established. It appears that they are trying to compensate for their usual passive role in the classroom.

(2) Unpleasant things seem to happen to most of these young children on the playground, before and after school; getting "beat up" is a constant worry and concern to them.

(3) These children have an unhappy appearance in the classroom.

(4) School is not an enjoyable experience for these children; they feel lost and inadequate. They do not talk about school unless asked; rather, they speak of home, family, friends, and events outside the school.

(5) These children tend to be alienated from most of their classmates; they seem aware of their own isolation.

(6) The severely withdrawn children are so unsure of themselves that their physical movements are awkward and their speech inhibited; many of them seem to undergo a positive personality change in the security of a reading room on a one-to-one basis.

(7) These children are most interested in play or other non threatening experiences.

(8) Many of the primary children expressed interest in books—not as much to read as to hold and possess because they were generally not allowed to have books (due to poor performance).

(9) Most of these young children seemed to be plagued with vague fears.

(10) Most of them distrust school and distrust teachers.

The tragedy of it all is the fact that this is happening all over our nation, to some degree, and that up to this time, we have done little about it. The

future educational system must be one where diagnosis and prescription are ongoing processes. Starting at the logical point, the kindergarten year should become a year of assessment. It must be a quiet, non-threatening, non-discriminating, non-labeling, process where each child is treated as an individual of worth. In assessing their strengths and their voids, we must not damage the children. Rather, we must individually build on the strengths and prescribe for the voids or needs. The process requires a team approach whereby the teacher is just one part of the collective effort to get the students started right, to develop and maintain an adequate self image, to develop respect for the rights and property of others, to sustain and retain the natural desire to learn (curiosity). The aide, the volunteer, the student intern, the teacher, the counselor, and the administrator are all critical parts of this massive team effort. Image the potential impact of this team as it determines the needs of each child and then collectively determines the prescription to meet those needs! And all of this in a non-threatening, non-labeling way!! But, this approach must follow in first, second and subsequent grades.

Let's review what has happened in the past and then compare it with the early, preventive approach to education.

A high level conference was convened in the junior high school. The superintendent, principal, counselor, psychologist, and teachers were meeting with the parents of an "incorrigible boy". The boy had been in trouble ever since he was in first grade; he had been retained twice; and he hated school with a passion. For years the educators had disciplined the boy as a "bad one", thus dealing only with the symptoms or manifestations. During the past indefinite suspension period, a psychiatrist was called in to do some extensive checking. The results indicated, among other things, that this boy was one of the many unidentified "hyperactives"; he had been climbing the classroom walls for years. What a difference it would have made in this boy's life if this condition had been discovered in the primary years! Needless to say, the discovery in this case was another example of too little, too late.

In the preventive program, the high level conference was convened for a kindergarten boy who was extremely hostile, was striking out at the world, was hitting and hurting his peers, and was taking milk and crackers from other students. A plan of action was developed by the team. The school nurse, most adept with home visitations, was contacting the mother for a suitable time; the counselor was scheduled to begin his observations and testing; the teacher and the aide were working on a cooperative approach to his classroom provocations. Each time the boy would explode in the classroom, either the aide or the teacher would quickly and quietly remove him from the scene. However, they would carefully note what stimulus or condition precipitated the incident. In addition, they would talk with the boy as soon as he had cooled down, in a quiet one-to-one basis.

Now that each component of the team had gleaned some information, a second conference was convened. The nurse's report revealed that Jimmy was the youngest of four boys; there was no father in the home; the mother, although cooperative, seemed to be overwhelmed by the circumstances. The family was dependent on public assistance. The older brothers in the family exerted strong physical dominance over Jimmy—sometimes taking his limited allocation of food and often teasing him in an almost sadistic fashion. While Jimmy was physically strong for his age, he appeared to have some noticeable vitamin deficiencies. The counselor reported that Jimmy had above average intelligence; speaking often of his absent father. Jimmy complained to the counselor of chronic earaches. The teacher reported on the classroom provocations. In most cases the problem was precipitated by Jimmy, who seemed prone to take a toy or a crayon from a classmate. When the teacher asked Jimmy why he took things from others, he responded that he never had any of these things at home. The attempts to take additional cookies from his classmates, hiding them in his pockets, seemed to fit into the description of Jimmy's dominated home life.

A plan of action or prescription was formulated at this time. The nurse met with the mother again; with her consent, a complete physical examination was provided by the public assistance agency; the county counseling service was contacted and they began to work with the mother on the problems of rearing the family of boys; the social worker from public assistance stepped up her contacts with the mother in an effort to improve other aspects of the home. The male counselor, noting Jimmy's need for male direction, would continue to work with him; in addition, a male high school senior, who was planning to become a teacher, was assigned to the kindergarten teacher for two periods. The high school intern, awarded credit for his work, spent a great deal of his time working closely with Jimmy. The teacher, the counselor, and the high school intern worked subtly but effectively on the concept of respect. Jimmy prized his kindergarten possessions; thus, he was quickly impressed when he was reminded that he could lose his possessions if he did not respect the possessions of others.

The following week, the medical report arrived; an antibiotic was prescribed for the ear infection and a vitamin-mineral supplement was added to his diet.

The provocations in the classroom began to diminish; the boy became engrossed in the readiness learning stations and the outdoor field trips to the park.

During the last nine weeks of the school term, the team concentrated on the next year's assignment. They recommended the assignment of Jimmy to a male first grade teacher. Then, the kindergarten team thoroughly briefed the prospective teacher, the paraprofessional, and the special teachers on the critical matters relative to Jimmy's continuing progress.

Many school people will raise an immediate question. How can the school develop such a team approach, within the financial limitations of the typical school district? Perhaps there are several answers. The individuals on such a team are already in most school systems; it merely took someone to team them up and coordinate their efforts with community agencies. The use of federal funds for this early, preventive educational program is a natural. Educators must begin to set priorities in terms of the needs of children; the availability of perceptive counselors, school nurses, and other perceptive supportive personnel at the early, formative stage of school is a sheer necessity.

Affective Education
About Delinquency

Meeting the special needs of an alarming percentage of our children can only occur with a concerted effort. The early assessment process in the kindergarten and the primary grades to diagnose the special needs of children must be mandated. Quality staffing at that level in school is a prerequisite. That staffing should include perceptive teachers, guidance personnel, and administrators. A state or local agency must drop its defensive hackles about its domain and begin to cooperate with other agencies and the schools in responding to the needs of children at an early age before great damage has already occurred. The overwhelming problem of juvenile delinquency in America demands that we establish an early, preventive program while we attempt to remediate the problem for those already caught up in the dilemma. This hope, while admittedly rather dim, at this time is the only effective approach. The lip service paid to such expressions as "an ounce of prevention is worth a pound of cure" or "education is an investment in the future" appears to be just that—mere lip service. Society's loss and society's cost cannot be calculated; it is astronomical in dollars but devastating in human degradation.

A Case Study

Tom is fifteen years of age, the second of five children in a now broken home. He encountered his first major problem during his first grade experience in school when he was caught stealing food from the cafeteria. Disciplinary action was taken by the school; both parents were called in and briefed on Tom's bad tendencies; there was no referral to determine why the boy needed to steal the food. The father, responding emotionally to the boy's act, promised the school that he would beat the boy. The school officials clamped down; the school record made references to Tom's bad actions—thus the chain of events began to unfold.

The physical education teacher, noting Tom's natural grace and his inter-

est in sports, suggested at a faculty meeting that an effort be made to determine why he was creating problems. The large elementary school staff ignored the suggestion and continued to treat the symptoms. Tom's interest in school waned; his marks began to drop; he was retained in the first grade.

Problems persisted at home as the father took the first of several furloughs from the home. The inconsistencies at home were difficult for Tom. His father, when he was at home, responded emotionally and physically to every provocation. The mother, on the other hand, seemed almost incapable of coping with the multiple burdens of a home, five children and an errant husband. Finally, when the husband deserted for good, the mother had no choice except to seek public assistance. As such, Tom was eligible for a free lunch. The school required that each free lunch recipient report to the office for his ticket. It became evident to his classmates where he was going, and teasing became commonplace on the playground and on the way to school.

The comments on the school record kept mounting. "Tom is a bad boy", "Tom is continually in fights", "Tom is below grade level in reading", "Tom will be retained in third grade".

Time passed and Tom moved into the 8th grade at age fifteen. He had had a stormy school career thus far. But now, he had his first brush with the law. He was caught going through the students' pockets in the locker room. Placed on probation, he was required to sign a long list of rules about curfew, church attendance, and his associates. The probation office was overworked and understaffed; Tom never had a single one-to-one counseling session.

Tom was returned to the school. He was assigned to the lowest of the homogeneous sections in the 8th grade. He was not allowed to participate in intramurals or interscholastic sports because of his probationary status. In the classroom, he was a dominate figure for he was two years older than most, and physically well-built. The inevitable happened—Tom had a physical confrontation with a teacher; he was suspended indefinitely and remanded to the court.

Tom entered the intake office at the youth development center. The counselor spent a great deal of time explaining the basic procedures. Tom was surprised that the counselor did not deliver a long sermon about his past. Rather, there seemed to be an acceptance of the facts with neither a condoning or a condemning. They reviewed a small booklet of rules and procedures at the Youth Development Center; included was an explanation of the extensive testing and diagnosing which would occur during the first month at the center. The counselor explained that from the testing results would come a treatment and an educational plan for his rehabilitation .

Tom was introduced to his temporary cottage manager, who explained the routine, the obligations, and the general layout of the Youth Development Center. He was given some needed clothing, toilet articles, and read-

ing materials.

During the first week, while the staff was reviewing the boy's records, a red flag meeting was held. This meeting of the entire staff dealt with the critical aspects of Tom's background—his allergy to bee stings, his proneness to asthmatic attacks, his tendency to become physical, and his educational level.

During the month of preparation, Tom spent many hours in counseling sessions and in testing sessions. His interests and his aptitudes were of prime importance to the staff as they began to formulate his treatment plan for the cottage, and his educational plan for the school personnel. This emerging comprehensive prescription or plan for rehabilitation was reviewed with the cottage personnel and the school personnel. The cottage personnel, who were responsible for the treatment plan, were aware of the educational plan; on the other hand, the educational staff was aware of the treatment plan. Thus, each component was responsible for its own plan but conscious of the total plan so they would never work at cross purposes.

If one was to summarize the basic structure on which the rehabilitation program was based, it might be to restore a realistic but adequate self image; to provide the means whereby a Tom would begin to deal with himself—no pretenses, no show; to provide a group interaction process which would cause a Tom to become socially conscious of the group, which would hopefully cause him to see his responsibilities to the group, and would hopefully cause the group to exert a positive influence on a Tom.

In terms of the educational program, Tom was assigned to the diagnostic reading program. He was initially assigned at a 4.1 level with one to one contact at the beginning till he gained confidence; then, he was merged into a group, totaling four. In mathematics, where he seemed to have more confidence, he was assigned to a small group with each boy working on an individual contract basis. His other classes were group classes of about twelve boys where respect, tolerance, and interaction were essential ingredients to the educational process.

The link between the educational program and the cottage program was maintained through Tom's educational advisor who met daily with the two staffs; this contact was later extended to weekly contact.

There was strong agreement by both cottage and educational personnel on one basic point. Any rehabilitation plan, regardless of how ideal it might be, would never mean a thing till it was accepted by Tom as being important and attainable to him. Thus, great effort was placed on getting Tom to face himself. A cottage supervisor stated it this way, "miracles began to happen when the kid learned that he could learn".

Tom was given an opportunity to take a career education exploratory program. Twelve different occupations were previewed and highlighted by way of a programmed audio visual presentation. His face took on a new

look, as the world of possible careers unfolded before him. Tom's major problem in his day to day contacts at the Youth Development Center was his tendency to fight. He struck back at his peers who disturbed him or at those who made reference to his mother. There was a difference of opinion between the cottage staff and the educational staff as to how much confrontation should be allowed in his rehabilitation program. The cottage staff felt some controlled confrontation in the evening group counseling sessions would be helpful in causing Tom to face himself. It was agreed to try this technique. The group sessions in Tom's cottage were carefully planned by the staff. The degree of belligerence began to diminish; it was not an easy adjustment, for the initial sessions were frank and open, even traumatic at times. Tom had begun to square with himself and accept responsibility for his actions!

In school, Tom was beginning to improve his basic skills. He had lifted his reading to a 6.2 level and was ready to embark on an individual contract in developmental reading class. He was literally "eating up" the high interest paperbacks in the field of sports and mechanics. Tom's progress in math class was very positive and his responses in the group classes were indicative of a developing self discipline. He had completed his pre-vocational previews and had elected a course in small engine repair.

By mid-June, the physical education teacher and the cottage supervisor were beginning to prep Tom for a new experience in August known as Outward Bound. Some staff members had some concerns as to whether Tom had progressed enough to handle this trying experience. After much deliberation, they concluded that the potential outcomes were positive enough to take the chance.

Tom really profited from the two week, trying experience. Conducted in the wilds of central Pennsylvania, it consisted of taxing physical experiences, solitary night experiences, and group competition. Tom excelled in all the physical activities but somehow, the frustrating, tiring group experiences in the "pit" brought out the best in him. Using his fine physical prowess, he succeeded in rallying his tired crew members to a great team success.

Tom left the Youth Development Center in late August for a place in an excellent vocational training program. He was trained for some sixteen months and then placed in a job with continued followup counseling. He had accomplished the dream of many a boy—to be trained and placed in a good job. There would be no need to get high on drugs as an escape from the dungeon of despair. Tom, armed with a vocation, and an adequate, realistic self image, truly personified the goal of the Youth Development Center, "of rehabilitating delinquent minors who require care, guidance, and control".

But, Tom is the exception; most of the graduates of the Youth Development Center are similar to David. He wasn't fortunate enough to get one of

the rare vocational assignments. His home county did not have a youth advocacy program to help pave the way. He moved back to a community that was hostile ("He's no damn good and never will be."); he was enrolled in a rigid school program ("What are you doing back in school? I thought you were put away."). He went back to a lax home where the father was an alcoholic. The futility of it all will move a Dave into the position where his temporary escape but chronic nemesis will be a cheap high on drugs or liquor.

Dave is one of the ever increasing statistical group which has begun its slide down the road to crime. The staff at the Youth Development Center's had no choice. There are few choice slots for boys like Dave. New arrivals are shoving the "Daves" out to an almost predestined fate. And so the staff won one, but lost the others. Each loss hurts the staff but most of all it hurts the "Daves" and society.

The problems of youth have reached such a magnitude that it leaves one almost paralyzed. Our democratic society must begin to institute some preventive measures or we will be in deep trouble. The public schools must be equipped, staffed, and then charged with the responsibility of identifying the potential problems early (in the primary grades). Then, without labeling these children, we must set about on a cooperative program with other agencies, to prescribe some immediate remedies before the problem becomes an incurable malady. The public schools must begin to accept individual differences in children and provide avenues of success for all of them through the IEP (Individual Educational Plan).

For those delinquent youth who are already in our rehabilitation institutions, there must be a commitment to career education in which the youth is not only trained in a saleable skill but he is also placed in a position. It's the one great hope for those who are undergoing rehabilitation; we cannot salvage a youth if society refuses to accept such rehabilitated and trained person into meaningful employment. Such placement and followup, if provided by joint government funds, would prove to be an investment.

Relevancy Education

Survival Learnings, Ecology Education, Energy Education

Relevancy has hit education between the eyes. Staggered by the initial impact, the response to date has been negligible. How much of an attempt has been made by educators to pin down the mass of education, which is hurled at a youngster through twelve years of basic education, into some type of priority based on urgency, or into some type of relevant rank order? We believe the following description may do just that. First, we teach the survival learnings—those learnings which make the difference between life and death, between safety and injury, and between success and failure. Sec-

ond, we teach the probable learnings—those learnings which most of us will probably use. Last, if we have the money and the time, we will teach the possible learnings—those learnings which some of us may possibly use.

If we were to follow this formula, would the utility of what we're teaching be evident? Could we answer the question, "what good is this" with some real, concrete evidence?

At the elementary level, we should work on converting the reading process from learning to read, to reading to learn just as soon as possible. Reading becomes the key—it opens doors to all relevant learnings. The utility of mathematics should be made apparent to the child. Health education should become a series of survival learnings— not getting into cars with strangers, avoiding abandoned refrigerators, avoiding fallen wires, etc. At appropriate levels, all children should be screened—then, taught how to swim, how to tell directions, how to identify edible herbs in nature. In short, the child would become physically equipped for the equivalent of the "Australian walk about", a true survival learnings program.

In social studies, we should develop concepts, not merely toss out facts and expect regurgitation. These concepts would emphasize learning to live together, learning to respect the rights and property of others, learning to protect and conserve our environment. learning not to pollute the air, the water, and the earth. Much incidental learning, including the acquisition of basic factual information will occur, but the primary emphasis will be on concept development which clearly illustrate relevancy and utility. Survival social studies should not be made traumatic and frightening to the elementary child; however, urgency must become part of the atmosphere in the high school program. We see social studies as the means of learning to live together with the alternative being that of dying separately.

Flexible Programs

At the secondary level, flexibility takes on new and exciting dimensions. However, flexibility is not to be confused with permissiveness. These programs must be well planned and structured; they should be approved by a local credit review board and should include an official contract between the school, parent and student. First let us deal with the preventive aspect of such programs.

The success of the exciting, preventive programs is dependent on the acceptance by the educational staff that the school is not the sole dispenser of knowledge and that much relevant learning can take place outside the four walls of the classroom. With this type of philosophical base, we can proceed to harness the resources in the community, bring the resources into the school and take the school into the community.

Preventive programs for high school students will take many different

forms. Work study, part-time and/or evening attendance, internships, apprenticeships, environmental projects, early admission to college classes, credit by examination, correspondence courses, independent study, evening vocational classes for credit, and GED equivalent diploma programs are among the many means to the end of providing educational opportunities to students with varied back grounds and varied needs.

An absolute necessity to the implementation of these programs is the local credit review board. This board, composed of teachers, counselors, and administrators will receive the requests for programs, review them, and then, upon approval, turn the specifics for each program over to one of the credit review board members. The student's schedule is set up with both on-campus and off-campus activities awarded credit according to its type and nature.

The thrust of preventive programs is to tailor an educational program to meet the particular needs of a secondary youth, who legitimately cannot continue in school if we insist on an 8:30 to 3:30 day. By adjusting a schedule and assigning responsibility to the student and the parent, we can prevent many of the potential dropout and truancy cases.

The remedial aspect of the flexible program is more difficult because of the fact that the students involved are already in serious trouble. They have been removed from the mainstream because of some action or series of actions which are intolerable. The alternative program, in this case, is probably the last resort of the local school officials. The problem with most remedial alternative programs at the present time is the fact that it is another example of "too little, too late". In many cases, the minimal mandated courses are provided in the evenings or on Saturdays by a temporary staff of substitutes. Counseling services, of the type needed for rehabilitation and restoration, are generally lacking. Thus, the typical remedial alternative program takes on a punitive atmosphere, serving in many cases as a stepping stone to the delinquency morass.

If the alternative program does not work, the next step is the detention center of the county juvenile probation office, then the state youth development center and on to complete incarceration. It is this all-too-common route of the juvenile that we must turn around.

Our task, then, is to take the youngster who has been assigned to an alternative program and begin an extensive diagnostic and prescriptive program with a full complement of supportive personnel. The program must be established with certain basic premises in mind.

The program must attempt to undo the damage that has already occurred; it does not matter if the cause originated in the home or the school. The major thrust must be toward the diagnosis of the problem and the formulation of a prescription which will hopefully alleviate the cause of the problem, not merely treat the symptoms.

The prescriptive program must involve a team effort. Administrator, counselor, and teacher must be in continual touch. The weekly review must be frank and open, touching on every aspect of the progress or lack of progress; the team must be willing to admit if something is not working, thus creating the necessity of changing all or a part of the original prescription.

If success, in both the cognitive and behavioral areas, begins to occur, the team must project its thinking and its imagination. All avenues must be examined as the team projects the IEP of the progressing youth. If the student had a specific type of problem in the past, the new program should avoid that pitfall.

A sample case study is included to emphasize the above points.

Rudy was truant and disruptive in his 11th grade classes. The problem worsened and finally, in desperation, the school authorities assigned him to the remedial alternative program. An intensive diagnostic study was undertaken by the team. It was discovered that Rudy was the youngest of a family of five boys; however, he was the only one left at home with his recently widowed mother. The mother had insisted that Rudy finish high school—she desperately wanted him to be the first of the family to graduate. Rudy wanted to quit school and take over his late father's dormant repair shop.

This recently gleaned information was reviewed by the alternative team. It was agreed that a conference would be convened with Rudy and his mother for purposes of presenting and discussing several possibilities. The idea of an alternative contract was presented to Rudy and his mother. Rudy would attend the district high school for the first four class periods of the day. He would be allowed to work in the family repair shop in the afternoon. For the afternoon experience in the shop, the local credit review board would grant him two units of credit per year. He would be visited, supervised, and counseled by the industrial arts chairman, and the guidance counselor. Legal details were checked closely; a planned program was prepared; and a contract was formalized between the school on one hand, and the parent-student, on the other.

Some one year and a half later, Rudy had set several records. He had not missed a day of school nor created a disruption in that period. He was the first of the family to graduate from high school; he had earned and learned during his alternative school program; he had the beginning of a thriving business and a high school diploma; he had a positive attitude toward the school and future learning.

Perhaps all cases cannot be solved as effectively as Rudy's, but the case emphasizes the need for such remedial alternative programs. Deep intensive study of the problem is the key to determining the cause of the problem; then, if the school system has the flexibility and willingness to develop a prescription to meet the problem, it can make the difference between a pro-

ductive life or the inevitable slide into delinquency and crime.

Flexibility must not be confused with permissiveness. Flexibility includes detailed, planned programs of contracts and responsibilities which will provide a wide avenue of alternative routes to the end of making each student eventually become his own best teacher and consequently cause education and learning to become a continuing thing to him. It can combine the wonder of an exciting classroom with the relevant world outside the classroom. The future of such combined efforts is limited only by our collective imaginations.

Public School Financing

About Equalization

Basic education must have its financial base rooted in federal, state and local funding. This broadbased joint funding is needed for the student instructional program and for the massive task of keeping the teaching staff updated. What kind of funding process or formula could be instituted which would be equitable and fair and yet provide for some reasonable sharing of the control of the schools?

Let us say at the offset, that we believe the fear of federal control of the schools is exaggerated. In fact, we believe there is a strong need for certain federal controls and federal influences. The same point can be made for state controls. Local control as a projected panacea for the educational ills of the day is not realistic; yet, the retention of reasonable local control is essential and the involvement of the local citizens in the educational process is indispensable.

Having struggled with federal categorical aid, we feel that the federal government must begin to render broad, across-the-board general aid to the public schools with certain strings attached. One provision would be that of requiring, by evaluation and by audit, that all students receive needed attention and services. How could this be done and still ensure that the special education students, deprived students, average students, and gifted students would all get a fair shake? In our opinion, that can and should be done through the IEP (Individual Educational Plan). Every child in America has the right to a quality education regardless of his intellectual or economic base. At the present time, we are rendering categorical aid to certain segments of our school population and no aid to others. A child who has average abilities ought to be guaranteed the same birthright as any other child; this can be done with the retraining of all our teachers to formulate, and to monitor each child's progress all the way through school via the IEP.

An example of such general aid could be in the form of a definite per pupil grant for each fiscal year. In that way, local officials could anticipate and plan on this amount in terms of their annual budgetary process. How

would the per-pupil grant be determined for a given school district?

The answer to this lies within the drastic need to equalize the total funding for each American child. The local property tax is on its way out and the void must be filled with a taxing program that is not only jointly shared but is fair, equitable, and constitutional. It would work something like this. The federal government, in cooperation with the state and the local school district, would participate in a comprehensive equalization process. It would result in an annually computed equivalent of an aid ratio, or a reimbursement ratio. The state and federal funding would fill the void in local funding so that each child in America would have his birthright grounded in fair, equitable, joint funding. The proper development of a local-state-federal equalization formula would meet the crisis of the local property tax, the taxpayers' revolt, and the current discrimination in funding our children's birthright. The needs of public education demand the combined but equitable funding with reasonable controls exerted from all three levels also. The federal and state governments must exercise its responsibilities to see that each child is guaranteed his birthright.

Incentive grants for school districts willing to undertake one of a number of federally approved pilot programs would serve important functions. It would provide the broad base for real research which could reduce the "band wagon" approach to change; it would also, induce the reactionary educators to look at the facts in terms of needed change. It would provide for a wide dissemination of results from such nationwide projects, thus enabling non-participating districts to have a valid basis for the wise implementation of parts or all of the proven practice. Finally as indicated under our section on teacher training, the updating of teachers would be undertaken in the regional, joint funded, learning center. Thus, education would take on the status of a true profession where new ideas are tested in the true crucible; the outcomes are disseminated; and changes are implemented by a staff of perceptive educators who have been thoroughly trained in all aspects of the transition.

The 4 B's (Building, Bonds, Budgets, Buses)

Extended utilization of school buildings must become a reality. This means extended use on a *daily* and *a yearly* basis. With increasing enrollments and rapidly increasing construction costs, all options should be examined before costly new construction is undertaken. While the extended utilization concept has been largely implemented around the extended school term, there is, perhaps, a more viable alternative in the extended school day. An extended school day program for the high school students will allow, through proper scheduling, some 50 to 100% more students to be educated in a given building. It is accomplished by taking the student into the community and

by bringing the community into the school. It is based on the assumption that the schools are not the sole dispensers of knowledge; rather, the school is the scheduler and the facilitator of learning from all sources. It provides for a local credit review board to grant credit for work study, internships, apprentice ships, evening classes, volunteer work, correspondence courses, continuing education classes at nearby colleges and vocational technical schools. It provides for some students to be scheduled for a morning in the comprehensive high school and an evening at the regional vocational school. It provides for contracts with parents and students to fulfill course requirements through independent study and credit by examination. It provides for GED tests and equivalent diplomas. In summary, this concept maximizes the use of the school facility by every conceivable means but it also maximizes the means by which students may pursue their educational aims.

Speaking of utilization, something needs to be said about the wise use of every hour and every day of a given school term. In too many schools, the day before vacations and the week before the end of the school term, are a complete waste of time and a complete waste of tax money. Compounding the problem is the fact that much of the vandalism and disruption occurs during these same days. Well planned, structured activities must be carried out to the last hour of the last day of school. Only when we, in education, show the taxpaying public that we make the maximum use of every hour and every day of the school term, will the public render the proper respect. In addition to extending the daily and yearly use of the costly school buildings for instructional purposes, we must also open the schools to the community. The community centered school should become the recreational and cultural hub. With interscholastic sports placed in proper perspective, the youth and adults should have access to the school for all types of carry-over recreational and cultural activities. Town meetings of all types should be held in the school—creating the climate, so to speak, for the grassroots participation of citizens in the crucial responsibilities of the democratic franchise.

If we begin the decentralization process, which will return education to the community based concept, there will be fewer expensive buses on the road consuming precious and expensive fuel. We will save precious instructional time; we will be able to turn the massive amounts now spent on buses and fuel, into the real reason for having schools in the first place—the instruction of children. We will have fewer discipline problems on the buses—the bus runs will be shorter; many more of the students will be within walking distance of the schools. We will have fewer of the elaborate field houses, but many more highly used community centered gymnasiums, with greatly increased student and adult involvement.

If we begin the local-state-federal equalization process in the financing of the public schools, we will have the means of giving every child in America

the same financially based educational birthright without the current discriminatory property tax. The budgetary process will be one which is jointly funded and equitably supported by the American public.

Last, America cannot afford the luxury of having expensive school buildings which are unused for two-thirds of the twenty-four hour day and one-fourth of the calendar year. Thus, by extending the daily and yearly utilization of our existing schools, we will have fewer bond issues —and consequently more current funds to develop the multiple educational programs geared to the needs of all our students. By the mere act of placing the buildings, bonds, budgets, and buses in proper perspective, we will once again make them become *the means to an end*, not ends in themselves.

About Athletics, Intramurals, and Community Recreation

Interscholastic athletics—the tail that often wags the dog—what is its true role? We believe that it does have a place in the total educational program. For want of a better description, let's call it a program for the physically interested, talented, and gifted. As such, it should be subsidized on the same basis as any other program; it should be financed on the basis of student participation; it should be a part of the student activities program but not all of it. Consequently, the amount of public tax money which is channeled into interscholastic athletics should be as closely watched as the money spent for English, math or science. Currently, that is not the case.

The present program of athletics in our public schools can be summed up generally by this statement—too much money for too few participants. The money is slanted toward the boys, is slanted toward football and basketball, and is, consequently, not available to support other crucial aspects of the student activity program. For those who say that football and basketball make money for the school, we react by saying "When we refer to the cost of a program, we must include all costs ! "

The interesting part of this dilemma is the fact that most school boards are strongly supportive of the glamorous interscholastic sports. Members of the board will spend more time and energy searching for a top notch football coach than for administrators, teachers, or counselors. In addition, school boards will tend to provide more and more funds for the glamorous sports, both coaching staff and equipment, while counseling programs for the elementary schools are abolished for lack of funds.

We are concerned about two other aspects of the spectacular sports program. One is the undue stress on winning. This prevents the conscientious coach from involving more of the students; it places undue physical and emotional stress on the students; and it creates an atmosphere of winning at all costs.

The second concern relates to the current mania in America regarding

the spectacular sports. It has created a warped system of values whereby we seem to be willing to become a nation of spectators, glued to the grandstand or the TV set, while we watch the pros collect unbelievable salaries and percentages of the gate. The alarming feature of this mania is the fact that the same public will not pay the same homage and a fraction of the salaries to those who are entrusted with our most precious possession, the children. The mania is affecting the college and the high school sports program; it is causing more and more money to be poured into these spectacular sports, while fewer and fewer of the total students have a proper physical education program; it is causing the high schools and colleges to become farm clubs and feeders for pro football and pro basketball; it is causing the schools to be least effective in providing the type of physical activities which has an important carryover into adult life and the wise use of leisure time.

We subscribe to a reasonable, well balanced, interscholastic sports program in the high school for boys and girls, where the emphasis is on involvement, skill development, and carryover. We believe it should be financed on the same basis as any other school program, where the total costs are disclosed and the expenditure per student per sport is kept in line. More specifically, the computations should result from a planning, programming, budgeting system in which the total costs (insurance, coaches' salaries, fringe benefits, transportation, operation, maintenance, liability suits, and injury suits) are all revealed. In addition, the cost per participating student per sport must be computed and made public.

In advocating a reasonable, well balanced interscholastic sports program for high school boys and girls, we must include the important proviso that *all* boys and girls must have a quality physical education program and intramural program before we expand the interscholastic sports program for the few.

The role of interscholastic athletics in the middle school is a critical issue. There is great pressure from many school boards, many high school coaches, and some administrators to simply transplant the old junior high school interscholastic sports program directly into the middle school, thus tangling the fifth and sixth graders in the web of the rapidly expanding mania for the spectacular sports. The proponents of such a move believe that the middle school must be a "feeder" for the high school machine; these proponents hold that physical contact and competition build character, even if the participant is only eleven and twelve years of age. What these proponents do not consider is the great physical and emotional damage that is heaped upon the young, growing student of the middle school. It is indeed ironic to note that some of these same proponents of the middle school sports program often oppose the establishment of a strong elementary physical education program, both developmental and adaptive; they are often in-

different to strong intramural programs at the middle or high school.

In the final analysis, the total activity program of the school should receive equal attention and equal funding on a per pupil, per activity basis. Sports, intramurals, dramatics, journalism, clubs, art and musical activities are a part of the educational program. These activities are instrumental in developing school spirit and a feeling of belonging. But, there should be equal emphasis and equal funding so that all students become involved .

It is impossible to cover the subject of sports without touching on the important role of community recreation. The schools and the community must work together in providing the wholesome physical activities for the youth and the adults. In the case of the youth, it will serve as one of the most effective preventive measure that we can undertake in curbing delinquency and crime. In the case of the adults, the practice of opening the schools to their use in a coordinated program of preventive health, and worthy use of leisure time, will have an unbelievable impact on the adult's image of the school and his support of education.

This coordinated program should utilize the school facilities, the "Y" facilities, and the community recreation facilities (parks, bike trails, hiking trails, swimming pools, and play fields). Such coordinated programs should be planned by physical education and recreation specialists who are aware of the kinds of physical activities which are suited to the particular age group. It needs to be emphasized that the lack of planning and coordination by the school and community can result in little league programs in baseball, football, and basketball where the emphasis shifts from involvement to one of an exaggerated desire for perfection and winning. These planners and specialists are already in the schools, in most cases; all it takes is a cooperative effort to bring the school and the community together in a joint funding and joint planning venture.

The blending of community recreation into the recommended decentralization process is a natural. Community recreation and the community centered school fit together to promote school spirit, community spirit and the resultant fulfillment of the physical and cultural needs of the youth and the adults. Keeping the youth off the streets and involved in such wholesome activities will pay huge dividends to society. In addition, such a coordinated program will cause the student to leave his formal schooling years with some type of favorite carryover activity for every season of the year. It can result in a grassroots surge of participation and involvement rather than the current sedentary role of spectatorship. It will bring about the return of large scale participation in community baseball, softball, soccer, volleyball, tennis, swimming, and hiking. It can make America a nation of active participants; it will head off our sliding momentum toward the spectatorship of the ancient Romans who tended to clamor the loudest when the blood of the participants was spilled on the turf.

Public School Assessment

No institution, industrial or governmental body can effectively perform its function without a valid, objective system of evaluation or assessment. The educational body is no exception to that rule. As educators, we have hid behind the myth that our product cannot be measured, that we're dealing with children and the results are not tangible, that any attempt to assess the schools' effectiveness would lead to quantimania. Now, it must be made clear that assessment is here and that it was long overdue. If the appropriate assessment process can be established in the midst of the cry for tangible results, it should result in a number of very valuable outcomes.

The assessment process demands that goals must be established.

The establishment of goals means that education will have focus, will have direction, will have a rudder, and will have a navigator.

If the goals are developed and accepted by the students, the parents, the teachers, the administrators, and the school board and if the evaluation process is fair, valid, and objective—then it should follow that no one will be frightened by the assessment process. Indeed, it should follow that assessment would be anticipated and welcomed as a means of improving the weaknesses and noting the strengths. The present critics of education would become supporters; the discipline for continued improvement would come from within, and the resultant "espirit de corps" would do much to enhance the profession internally and in the eyes of the public.

What are some of the pitfalls which we must avoid in this process of assessment?

For one thing, we must establish goals which deal with the whole child. Our goals must deal with every aspect of the child's development—social, emotional, physical, moral and intellectual, not just on achievement test scores, grade level standards and subject matter. Our goals must provide for measurable outcomes but the expectations must be geared to the realization of individual differences. We must take into account, the individual assets or voids which each child brings to school upon initial entry.

For another thing, the accepted goals which are a part of the assessment process, must also be a part of the student evaluation process. If it is important to determine how well the school collectively is measuring up in terms of self image, it is equally important to determine how each student is doing in terms of her own self image. Thus, assessment becomes a collective thing, an individual thing, and a continuing thing.

Another crucial point in the assessment process is that of parental involvement and understanding in terms of the established goals. If self image is a critical prerequisite to effective learning in the classroom, it cannot be accomplished in the classroom alone. The parents exert a powerful influence in terms of the affective domain. Therefore, it is crucial to use the established goals as a central tieme in the quarterly parent-school conference. The cognitive (verbal and quantitative) outcomes as well as the affective outcomes should be reviewed.

Another goal should focus on the student's attitude toward children different from himself. If effort is exerted in this direction on a kindergarten through grade twelve basis, it could mean the gradual elimination of prejudice.

The perpetuation of the natural curiosity of the kindergarten child is another goal which must be actively pursued. It is not uncommon for this curiosity (interest in learning) to be thwarted and curbed by the time the child reaches third grade. If we, as educators, begin to realize the vast potential that could be realized from perpetuating the natural curiosity of the child, there would be a tremendous flurry of activity to individualize the educational program and the student evaluation system in order to measure how well a given student is learning what he is capable of learning. The natural vehicle for this individualization is the IEP. When the actual outcomes or accomplishments correlate with the projected goals on the Individual Educational Plan, both the child and the teaching team should be commended.

Any assessment program must provide for a student feedback mechanism in terms of the established goals. One such feedback device provides collective data through a series of tests, surveys, and questionnaires. The collective findings reveal how well a given school is doing in both the cognitive and affective goals in comparison to the statewide average or in comparison with other comparable administrative units. These results can be extremely valuable if the educational staff is open, receptive, and secure. These data will undoubtedly be reinforcing to the staff in certain areas where the school scored well; it will be challenging to the staff in other areas where the collective results indicate a need for improvement.

Circle the Wagons

Another feedback device which provides both collective and individual data is the locally prepared and locally administered course achievement test. This team prepared device would be administered in the content areas shortly after the third quarter. Administered at this time in the school term, it will enable the content teams to study the collective results for trends, and the individual results for diagnosis and prescription. Collective weaknesses reflect the need to teach again certain things to the group; individual weaknesses reflect a need to prepare some specially prepared individual review packets. The well planned course achievement test, administered shortly after the third quarter becomes an effective instructional device; it provides information at a time when the teaching team can use it most effectively to improve the instructional program, to check the individual's progress against his projected goals in the IEP, and to plan for the next year's program. The course achievement test provides so much more than the final exam, an overused device that is typical of education's "too little, too late".

Another device, which serves as an effective feedback mechanism, is the writing sample. Each grade level team of teachers carefully prepares a series of essay questions or a general writing theme which will subtly cause each student to reveal how he feels about himself, how he feels about children different from himself, and how he feels about school. These carefully prepared writing samples can be extremely effective devices in terms of ascertaining the impact of the school in the crucial affective domain. The findings can go a long way in providing guideposts in the continuing effort to make our schools safe, secure, and inspiring places.

Assessment can become one of the bold, new steps in reviving public education. Its success is entirely dependent on the openness of the instructional staff. Approaching assessment and the subsequent feedback, in an open, secure, and receptive manner will result in improved instruction, and a vastly improved public image.

Violence, Suicide and Substance Abuse Prevention

New research is giving much awaited answers to the recent rise in socially inappropriate behavior among our children and teens. Since 1990 and before we have consistently found information available in the literature that supports primary prevention, that is, implementing strategies before the age of ten. The National Institute of Health has identified the average age of onset for Conduct Disorder as 8.9 years. We know that the developmental traits of children ten and under vastly differ from those eleven and older, in most cases. The Education System has long separated these age groups, calling them "elementary students" or "middle schools students" or "junior high students" or "primary grade students". The changes that occur in most children after the age of ten are significant, given hormonal and puberty factors alone.

Specific developmental traits lend themselves to prevention when we refer to the ten and under age group. The traits most globally present in this group are:

- they respond well to attention (they seek attention)
- they believe in fantasy/wishes
- they need to feel useful
- they need to explore and achieve
- they need to trust adults
- they need to feel safe
- they understand and process a promise as serious and not to be broken
- they have exaggerated guilt feelings when responses to their behavior are unpredictable
- they are confused by inconsistency
- they are keen observers and modelers of adult behavior

These easily identifiable characteristics allow a strong foundation from which to build a primary prevention model related to violence and substance abuse. They also allow for programs that are developmentally appropriate

rather than based upon watered down high school or adult treatment strategies. Children have a uniqueness all to their own and to attempt to address their issues in drug and violence prevention by adult standards, is showing the greatest form of ignorance toward, and disrespect for, them.

The temperament that might cause a child to become a criminal can also lead to a great surgeon. A high risk factor for elementary children to start smoking is a teacher, parent or sibling who smokes. Of the three major risk factors for drug use and violence, family environment is not the number one influence. Drug use and violence, including suicide, are directly related to school failure and dropout. "Stress causes biological damage to the brain." (Robert Hedaya) Social skill development is critical to drug and violence prevention.

The research has also brought to the forefront more knowledge related to the three major risk factors for drug use and violence. The long held theory, and that is all that it ever was, that parents and family life are the key cause of socially inappropriate behavior in children and teens, has been replaced with the science of brain imaging. Dr. Robert Hedaya, an important player in this science, has been joined by people like Alan Lesher, Director of the National Institute of Drug Abuse, as they provide us with the missing elements of human behavior. Family environment does play a role in children's behavior, but not as the primary causal factor.

Children are born with certain temperament traits, and genetically predisposed conditions, including those that have been placed in the mental health realm. All conditions have a physical basis; some are located in the brain, instead of in the kidney, pancreas, heart, thyroid and so on. When a child is born to an unsuspecting mother and father, predisposed to impulsivity, for example, that child is often difficult to parent. Often these children can be fussy eaters, poor sleepers, be susceptible to infections. The typical two or one parent family has much of their time consumed with work and financial responsibilities; how much care or attention is available to address the needs of a child with these problems? The problem with changing formulas, ignoring sleeping problems or putting a child on antibiotics several times a year is that these strategies will invariable come back to haunt us through behavior incidents at home and school. How arrogant has it been for us to blame parents when most parents operate out of ignorance, or of trying to make ends meet financially. Most medical doctors think little of putting infants or toddlers on antibiotics; most mental health workers grind away at family issues of functioning totally ignoring genetic factors or neurobiological indicators. Both factions spend little time taking a thorough history of family, relative to physical or medical history. The other critical piece to understanding behavior problems in children is doing a complete observation of the child in an objective setting, such as the school or daycare. A well trained evaluator can tell what factors may be interfering with the child's functioning socially, emotionally and in learning through the power

of observation.

Ninety percent of all behavioral concerns seen in the classroom have a neurobiological and/or genetic cause; family functioning or family stress can enhance these symptoms, but so can school stressors. Many children with behavior problems also have learning problems; they may be developmentally delayed or have a visual motor or auditory perception problem. It is absolutely essential to identify the learning difficulties as early as possible because school stress will contribute just as significantly to behavior as family stress. Remember, the two most important environments to a child are home and school; both carry incredible weight with a child. The school can make a difference; one teacher can make a difference!

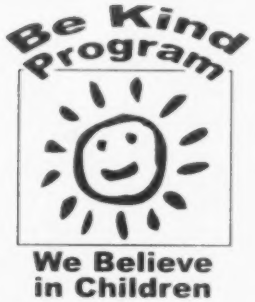
The neurobiological traits that we have identified to be the biggest predictors of later addictive, violent and suicidal behavior are seven in number. They include impulsivity, compulsiveness, inattentiveness, learning delays, temper bursts, moodiness and social inappropriateness. All seven traits have a similar location in the brain. Many are related to serotonin problems; chemical or neurotransmitter imbalances in the brain. Alan Leshner has found links with dopamine; Robert Hedaya MD, has identified serotonin, dopamine, norepinephrine imbalances related to mental health and drug and alcohol problems. Many others are doing the same because the research is apparent now with the ability to do live brain imaging.

What does all of this mean to the teacher in the classroom and to the behavior problems that schools face, including matters of violence and drug abuse? It means that to correct these problems or better yet to prevent them from becoming serious problems, we have to find methods that will correct these imbalances. At first glance this sounds like a matter requiring medication; for older children (teens) and adults it may mean just that. For young children medication has not been an effective answer mostly because we are misdiagnosing children, especially those labeled ADHD (Attention Deficit Hyperactivity Disorder). The medications we are using, mostly stimulant medications, are triggering other problems, especially temper and moodiness problems. The answers do lie in the medical arena, but not in the traditional way that we think of the medical field. As inept as the mental health system has been, it too has found some important answers for schools. It has uncovered the fact that Cognitive Behavioral Therapy and Interpersonal Therapy are the two most effective therapies for serious drug/alcohol and mental health problems. Again, you may be asking, how does this apply to the classroom with its behavior problems?

We know that Cognitive Behavioral Theory is based upon *as you think so shall you act*. We also know that *as you think* can effectively and naturally boost serotonin levels; likewise dopamine imbalances are soothed by immediate reward and pleasure. Reward and pleasure cause us in turn to *think* in positive ways, which will cause us to *act* in more positive ways. Not really a

difficult concept; now let's tie in Interpersonal Theory, which bases its effectiveness on changing people, places and things, the AA (Alcoholics Anonymous) philosophy. In the classroom it may mean that the child may need to be around more socially appropriate children; or that the classroom environment must change, or that the curriculum approach to this child must be evaluated. It also means that these vulnerable children must be reinforced not punished as a means of effective discipline. These same principles apply to the home as well but this text is about the Education system so we will remain focused here. The final step in the process of primary prevention is putting this altogether in a developmentally appropriate, cognitive behavioral, positive approach to classroom management, an approach which will produce children with behavioral thoughts and actions that are acceptable in any setting. This approach is called the Be Kind Program and the simplicity and ease with which it is implemented in the classroom setting is without reproach. Not only is the Program effective for discipline in the classroom, but it also allows for positive support from the home and the community. It is cost effective and is ongoing through grades four, at which time the Three R's, as discussed previously in this text, can be implemented. The next section of the text will be used to explain the various components of the Be Kind Program.

Footnote: The Be Kind Program received recognition in 1997 by Governor Tom Ridge and most recently by First Lady Michele Ridge. It was part of an award received as the Rural Health Program of the Year and was included in a Citation received by the PA House of Representatives, both issued in 1999. Some of the endorsements are included on the back cover of this manual.



The *One Rule* Theory

The Be Kind Program is based upon the One Rule theory. Remembering that the majority of children most at risk have more than one of the seven neurobiological indicators as part of their makeup, the best disciplinary approach is one that is *clear, concise and consistent. It is essential to these high risk children that we as educators provide the most positive, developmentally appropriate and specific learning environment, specific to their learning style or predisposition.* For example, the impulsive, inattentive child needs concise guidelines and direction for learning as well as behavior. This child cannot process six rules posted on the classroom wall, nor does he/she want to do so. Their interest is in getting the most done in the quickest amount of time. They do not respond well to more than one direction at a time, and insisting that they do is counterproductive not to mention frustrating. Conciseness becomes critical to these kids; the shorter the better. More in this case is not better. The *One Rule* theory has several advantages especially to a child who may also have some oppositional behavior going on as well as temper problems. It is also accepted well by the child with learning disabilities or delays.

The *One Rule:*

- eliminates rebellion
- avoids confusion
- allows student input
- focuses on positive
- provides less teacher discipline time
- says "we become what we think about all day long"
- creates a "yes" mode instead of a "no" mode
- is a rule that is both self and other directed
- allows others to participate in the reinforcement
- provides consistency and trust and is concise and clear

Instituting the *One Rule* concept into the classroom is a three step process. First the teacher and support staff must be trained to understand the theoretical and practical basis of the Program itself. This requires a six clock hour training. All materials and the specifics of implementation are given at this training. Second, a separate two hour training is provided for the parents; their part in the One Rule introduction is kept consistent with the typically busy home life. They have two matters which they must attend to which will require about a half hour of family time. Dependent upon the community structure, a Community Workshop of two hour duration can occur as well to allow the community to become involved in the Reward aspect of the program. The third step in the process begins as described below; this is the actual classroom implementation piece .

From day one signs are placed everywhere that read BE KIND; this is not to be confused with calling it the kindness rule. That reflects adult thinking and this Program is based upon how children think and then act. From the start a BE KIND chart is posted; the children begin discussions on the rule immediately by sitting in a circle with the teacher. The teacher is given a Can of Words that is part of the packet of materials for this Program. She plays the Can game with them; they give their own ideas on the BE KIND rule. As each child has a chance to give their version of the BE KIND rule they each place a sticker on the bottom of the chart. At the end of circle time which maybe lasts fifteen minutes, each child is given a BK Monitor sticker. Throughout the remainder of the day at the teacher's discretion, the children are asked about what BE KIND behavior they saw displayed by their classmates. Again they then place a sticker on the chart. All week long on that first week, children wear their BK Monitor badges. At mid week the teacher places a container on her desk with BE KIND on it. A slip is placed in the container of a certain color for the children to see; at the teacher's discretion again, she discusses what the container is about. The children are told that the container has Reward slips in it; that as the children continue to achieve BE KIND behavior on the Chart that a Reward will be chosen from the container. What kind of Rewards and where they come from is another part of the Program packet and can include the community as described earlier. The additional parts of the Program are spelled out in the packet during training. The Program is continued from one grade level to the next; it is only the Kindergarten teachers who have to reintroduce it to each new class. Each school year the support staff can "train" the next set of parents; they will have the materials to do so.

The most interesting aspect of the Be Kind Program is that each school can limit or expand it to meet the particular needs of that school. For example, a huge BE KIND Chart can be displayed in the hallway of a school; where all students can work together .. attain Rewards for positive behavior;

the principal, teachers, cafeteria workers, home school organization, to name a few, can take advantage of recognizing the children's appropriate behavior. Staff is encouraged to brainstorm ideas for their particular school.

The most important aspect to this Program is its attraction to the most at risk child. This child not only may display the high risk indicators but he/she may have rules in the home that are unclear; standards that have proven to be inconsistent and confusing to the child. This gives the child an opportunity to get back on track; to contribute in a positive way again. Everywhere he/she looks *One Rule* applies; that's easy and for the first time some of them are being recognized for the good things they are doing.

One final note relative to these high risk children; it is absolutely essential for the school to evaluate for specific learning difficulties as soon as the child starts to become frustrated with class work. An informal assessment can be done initially; a full psychological evaluation later if needed. The Be Kind Program helps these children most because they need to feel successful when often they haven't had a feeling that they can succeed. It is a win-win situation for everyone. "A misbehaving child is a discouraged child." The Be Kind Program encourages and benefits the teacher, parent, the community but mostly the child. It is an effective drug and violence prevention model.

Epilogue

The public school system in America has been the bulwark of our democratic society - a symbol of equality - a means of amalgamating the diverse elements into a unified whole. Alas, as we enter the new century, an alarming trend is gaining momentum in America - the public is losing confidence in the system as evidenced in the public opinion polls and is manifesting itself in the mounting campaigns for private school vouchers. This is a clarion call for action!

My response, after spending thirty-five years in public, private and higher education, was the avenue of writing an educational handbook which pinpointed the problems but included a recipe for the problems as well. The formula is preventive from beginning to end and is formulated around the Student - the only reason for schools to exist. Thus, if there is one underlying premise to the "recipe" or formula, it is the fundamental belief that every American child is special and therefore deserving of an Individual Educational Plan (IEP).

However, before we can effectively respond to this clarion call for action, the American public must respond to several fundamental questions. Do we (truly) consider our children to be our most precious national treasure or resource? Do we realize that the preventive approach is the only avenue that will carry us through the next century and be cost effective in terms of student lives, student successes and tax dollars? Are we willing to give proper status to education by our recognition, our participation and our dedication?

If the answer is a resounding "Yes", then we must examine the public school structure (openly and without panic) from top to bottom. It must include an intense study of the optimum size of a given school that will facilitate student involvement, the proper role of the school board, the function and preparation of our school leaders, the preparation and inservice training of our teachers , and the indispensable role of the parent in the new century.

Endorsements on Dr. Magill's work:

"You have had an impressive career in Education and I commend your efforts for improving American education."
Assistant Secretary of Education U.S. Department of Education

"Your efforts to document and formulate your ideas about the current and future matters of education are commendable."
PA Department of Education

"How lucky to have worked with you in Education. . . the most brilliant dedicated man of our time."
Retired Teacher

"I believe that your ideas should be on the reading list of all Educational leaders."
High School Teacher

"Many of our schools are virtual time bombs. We can prevent these disasters with your 'text'."
School Nurse

"I found the ideas (in your text) to be very interesting and thought provoking."
School Superintendent

"Your handbook supplies all the answers to questions a parent is afraid to ask. The ideas are light years ahead of our time."
Parent/PTA member

Drug/Violence Prevention Endorsements:

"As Governor of the Commonwealth of Pennsylvania I would like to take this opportunity to personally thank and commend everyone involved in the Be Kind campaign for your willingness to offer and participate in the progression of our communities, our Commonwealth and our nation."
April 25, 1997

"As First Lady of the Commonwealth of Pennsylvania and on behalf of the Governor, I commend your efforts to promote kindness in children."
March 2000

"This community based organization provides children with the motivational and encouragement tools necessary for future personal success."
Secretary of State 1997

"I have seen firsthand the wonderful and inspirational programs that you offer."
Senator Jake Corman March 2000